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# Student Rights, Responsibilities, and Discipline Handbook 2022-2023

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Portland Public Schools



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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 dugsigaaga 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.

## **PPS CORE VALUES:**

### **Students at the Center:**

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

### **Racial Equity and Social Justice:**

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.

### **Honesty and Integrity:**

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

### **Excellence:**

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

### **Respect:**

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

### **Relationships:**

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

### **Creativity and Innovation:**

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

### **Partnerships and Collaboration:**

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

### **Grounded in the Spirit of Portland:**

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our innovative collective action to create a better Portland for All.

### **Joyful Learning and Leadership:**

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work and appreciation of the learning process.

### **EVERY STUDENT BELONGS:**

The Oregon Legislature has determined that a person may not be subjected to discrimination in any public elementary, secondary, or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.

It is the policy of the State Board of Education that students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

### **EVERY STUDENT BELONGS RULE:**

The presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including the noose, symbols of neo-Nazi ideology or the battle flag of the Confederacy create a material and substantial disruption in school activities and the learning environment by creating an atmosphere of fear and intimidation and interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

These symbols are not allowed at Portland Public Schools, and displaying, drawing, or sharing them with others may result in student discipline in accordance with [2.10.015-P Anti-Racist & Anti Oppression Learning Communities Board Policy](#).

### **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 (RESJ):**

At PPS, we utilize the approach of Targeted Universalism because we recognize that resource conversations can be polarizing and that discourse can become trapped in either/or, zero-sum mindsets. Our approach aims to operationalize our RESJ values so that every student is served so our universal board goals are achieved and the graduate profile of our Vision. Our approach supports the distinct needs of students of color while also acknowledging our mutual interdependence. 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

## **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.
- 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.

### **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 RIGHTS SPECIFIC TO GENDER IDENTITY & GENDER EXPRESSION:**

All students in Portland Public Schools have the right to:

- Confidentiality around their sexual orientation and gender identity
- Be treated equally and be free from bullying, harassment and discrimination, regardless of sexual orientation, gender identity or gender expression. Report bullying or harassment without fear of consequences or retaliation and have that report acted on by administrators.
- Assert their gender identity at school, and be addressed by a name and pronouns that correspond to their gender identity.
- Have access to a bathroom and locker room that corresponds to their affirmed gender identity, and to make alternative arrangements to dress down for PE if they feel uncomfortable in the locker room.
- Participate in PE and sports that correspond with their gender identity. Assistance with determining which PE and/or sports space is best for them while in the process of transitioning.
- Wear clothing that expresses their gender identity (as long as it follows PPS dress code, which applies to all students regardless of gender.)
- Be open about their identity at school. (And also, to keep their identity private if they choose to do so.)
- Without parent permission, students can change their preferred name in the school's information system.
- With parent permission, students can change their gender marker to male, female, or nonbinary in the school's information system. All that is needed to make this change is a written request to do so, using the [Name & Gender Change Form](#). (If a student does not have parent permission to make this change, a student still has the right to be referred to by the name and pronouns that correspond to their gender identity.)

For more detailed information on the rights of Transgender, Nonbinary and/or Gender Diverse Students, please read the [PPS Gender Identity Support Guide](#).

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

### **MULTI-TIERED SYSTEM OF SUPPORT**

Portland Public Schools is A *Multi-Tiered System of Support (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 I supports (universal), Tier II supports



(targeted group), and Tier III 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 I, II, III)
- Shared Leadership
- Problem Solving and Decision Making Using Data
- Family, School, and Community Partnerships

### Tiered System of Support for Student Success

#### MULTI-TIERED SYSTEM OF SUPPORT: TIER I

A strong tiered system of support begins with a focus on Tier I. Tier I, or universal access, is culturally and linguistically responsive to our Black, Indigenous and additional students of Color as well as our multilingual students. Tier I should also be designed to be inclusive and accessible to all students including students with Individualized Education Plans (IEPs). Tier I is universal access to essential grade level standards, behavior instruction and practice, Tier I Core Counseling Curriculum, school wide Social Emotional Learning (SEL) practices, and community and family engagement for all students. Tier I is supported by Professional Learning Communities (Professional Learning Communities), School Climate, and Instructional Leadership Teams and is provided by the classroom teacher, school counselor, school social workers, school psychologists and school nurses. Tier I supports school wide expectations, wellness and climate of the school community.

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

## MULTI-TIERED SYSTEM OF SUPPORT: TIER II

Tier II - Targeted Intervention: Tier II allows for additional time and support to learn priority grade level standards, essential behavior practices and targeted SEL skills. Interventions take place in small groups with similar needs. Tier II social emotional interventions can be delivered by a school counselor, school social worker, school psychologists or other support staff.

### DESCRIPTION OF INTERVENTIONS

There are five main evidence-based Tier II interventions adopted by PPS: Check-in/Check-Out (CICO), Check and Connect (School based mentoring), Breaks are Better (BrB), Meaningful Work, and targeted social-emotional learning (small group). Tier II interventions should be matched to student needs ( the function of the behavior), and be explicitly linked to Tier I schoolwide expectations.

#### 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 brief 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 briefly 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 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 I. 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 school counselors, school social workers or school psychologists and target clusters of students developing in the same area.

#### **MULTI-TIERED SYSTEM OF SUPPORT: TIER III**

Tier III - Intensive Intervention: Intensive, individualized 1:1 (or very small core academic foundational skills group instruction) interventions to support students with lagging academic foundational skills, essential behavior practices, screening, individual counseling, community service and mental health referrals and care coordination, and safety and support planning. Core academic foundational skill interventions are supported by the Student Intervention Team and provided by an interventionist or other qualified staff member. Social emotional and behavior interventions are supported by the Student Intervention Team and provided in partnership with the classroom teacher and a member of staff outside of the classroom including school counselors, school social workers, school psychologists and school nurses.

#### **RESTORATIVE JUSTICE FRAMEWORK:**

Restorative Justice (RJ) is a philosophy grounded in the belief that positive, healthy relationships help us thrive.

RJ supports schools to maintain those healthy relationships and encourages equitable access to a culturally relevant and meaningful education. Restorative Practices are the skills and processes that help us build relationships among students and between students and staff.

#### **RESTORATIVE PRACTICES:**

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

- Improve school and classroom climates by focusing on building community, building relationships, and raising accountability.
- Promote social and emotional skill development by teaching students self-awareness, empathy, communication skills, responsible decision-making, relationship building, and conflict resolution.
- Increase safety and order in school buildings by decreasing conflict, de-escalating volatile situations, and promoting a sense of collective responsibility.
- Decrease disciplinary issues and disruptions, and serve as an alternative to harmful exclusionary practices such as suspension and expulsion.
- Promote student engagement in learning and aid in classroom management.
- Provide students with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

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.

### **Key Principles of Restorative Practices at PPS**

We believe these 5 principles are essential to implementing restorative practices in our schools:

*Building Relationships:* Restorative Justice provides support for schools to maintain healthy relationships and encourages equitable access to culturally relevant and meaningful education. We must work intentionally to build, strengthen and restore these relationships.

*Accountability:* Restorative Practices do not eliminate consequences; they promote consequences that hold students deeply accountable for repairing and learning from the impact of their actions. Accountability is best achieved when the individual who caused harm understands the impact of his/her/they actions. By taking responsibility for choices and working to repair the harm done.

*Paradigm Shift:* From punitive discipline to restorative discipline, which encourages equitable access to culturally relevant and meaningful education, while decreasing disproportionate exclusion rates and dismantling the school to prison pipeline.

*Restorative Systems and Mindsets:* To effectively implement restorative practices we must align our school policies, procedures, and school culture to a restorative philosophy that values every member of the school community. This includes focusing on shifting the school climate and how we respond to discipline. Putting at the center how we engage students in the classroom, and how we speak and interact with one another.

*Professional Development (PD):* District level PD, building level PD, and individual strategic coaching on implementation, action planning, and extension of restorative practices in the community.

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 restorative practices with fidelity.

### **STUDENT SUCCESS AND HEALTH 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 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, 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.).

### **SB 52: ADI'S ACT:**

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employee mental health professional who will work with the student and help connect them to appropriate local resources.

4. Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
- The Trevor Lifeline – 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org)

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in the need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

7. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

### **BEHAVIORAL SAFETY ASSESSMENT :**

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

### **HEALTHY, SUBSTANCE FREE LEARNING ENVIRONMENTS**

In October of 2019, PPS adopted the Healthy, Substance Free Learning Environments policy. The focus of the policy is to address substance use issues for what they are, a form of a mental health issue. Therefore, the district will respond by offering education, interventions and supports and proactively work to minimize out of school discipline, which often puts students at higher risk for substance use.

In addition, the district has developed an array of supports that include a psychoeducational class for students and their parent or caring adult, access to low levels of substance use counseling, and case management and support to access treatment in the community.

Students must not use, possess, or sell/transfer alcohol or drugs or anything that looks like a drug in school, 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:

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 CANNABIDIOL (CBD):

CBD and all substances derived from hemp and marijuana contain at least trace amounts of psychoactive Tetrahydrocannabinol, or THC, which is illegal in Oregon for anyone under the age of 21 to possess or use. 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 [Healthy, Substance Free Learning Environments policies](#) and [administrative directives](#). For doctor prescribed substances (including CBD), see [Medicines and Prescriptions](#).

## TOBACCO

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

## TITLE IX

The health and safety of the school community is of paramount importance to PPS. *Title IX of the Education Amendments of 1972* is a Federal civil rights law that prohibits discrimination and harassment on the basis of sex in all education programs and activities. Title IX works together with state and district policy to ensure students are safe at school by reducing barriers and protecting students from environments that interfere with safely accessing educational programs or activities. Also prohibited are behaviors or incidents that create an intimidating, offensive, or hostile educational climate for another.

Under Title IX, the following are prohibited and apply to incidents that occur at school or online.

Sexual harassment: any unwelcome conduct of a sexual nature (verbal or physical) that a reasonable person would find so severe, pervasive and objectionably offensive that it denies a person equal educational access; Sexual assault, dating violence or stalking: unwelcome sexual conduct that occurs without consent or when under the influence of drugs/alcohol, while unconscious or elicited using physical force, coercion, explicit or implied threats. Or a pattern of behavior intended to cause fear or intimidation (stalking).

Discrimination based on sexual orientation or gender-identity: bullying, intimidation, harassment based on perceived or real gender-identity, sexual orientation or other protected class that has the effect of interfering with a student's education or that creates an intimidating, offensive or hostile environment at school.

Online sexual harassment or bullying: sending or distributing explicit images (sexting), pornography, sextortion or other sexual content elicited with or without consent (when under 18), or by coercion, threat or intimidation (sextortion).

Discrimination based on pregnancy or parenting status: discrimination or unequal access to educational programs or opportunities based on pregnancy or parenting status.

Gender inequity in athletics or education programs: unequal access based on sex to athletics, co-curricular or educational programs; inequitable access to facilities, participation, scholarships or other educational benefits.

## 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.

## REPORTING OPTIONS\*

**You do not have to go through this alone.** It is important to address your emotional and/or physical needs first; once you are safe, you can report.

There are many ways to report incidents of discrimination or harassment. Once PPS receives a report, we will take specific action to stop the harassment, prevent its recurrence, and remedy the effects on individuals and the community.

Students, parents and families may report using any of the following options:

- **Report to your school counselor or administrator\*** (principal, vice principal, etc.)
- **Report to PPS Title IX\*** (anonymous reporting available) - report goes directly to PPS Title IX Director who will consult w/school administrator and act immediately.
- **Report to Safe Oregon Tip Line\*** (anonymous reporting available) - cross report to DHS, Portland Police and PPS as required.
- **Report to the Oregon Dept. of Education\***



## **\*Links to the reporting options available at [www.pps.net/titleix](http://www.pps.net/titleix)**

Reports to school officials will never result in discipline, retaliation, or adverse effects to the student's educational program.

### **ADVOCACY**

Every PPS student deserves to feel safe and supported. Students experiencing sexual or dating violence, sexual harassment, bullying (including virtual and mobile-based bullying), trauma, abuse, or violence in the home, have access to confidential advocacy provided through a partnership with Raphael House and VOA Home Free, two local violence prevention and response agencies. School-based confidential advocates can support students in the school or remotely. Students reporting gender-based harassment or discrimination may be encouraged to connect with advocates and can also do so directly. Visit [www.pps.net/titleix](http://www.pps.net/titleix) or visit your school counselor or administrator for information on how to connect with an advocate. Confidential advocates are not mandatory reporters, and will never share personal information without permission.

A comprehensive list of resources, advocacy and crisis support for survivors available at [www.pps.net/titleix](http://www.pps.net/titleix) under the 'PPS Student/Family link.

### **TITLE IX INVESTIGATIONS**

The priority of Title IX policy and response is student safety. PPS is dedicated to ensuring that all reports of sexual harassment and sexual or dating violence are investigated thoroughly. 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. **This process may be part of school-based discipline.**

Following a report to any PPS employee or submitted online using Safe Oregon or the PPS reporting form, the district will take immediate steps to ensure both parties (if applicable) are safe and protected from further harm. This may include a request that the parties cease communication and/or the implementation of immediate supportive safety measures in the impacted student's school building. Depending on the severity and type of discrimination alleged, a school-based investigation may begin. If the report contains information that a crime may have occurred, the district may consult with law enforcement to determine whether a police interview is warranted. These steps are coordinated with the reporting or impacted party and their parent(s)/guardian(s), unless alternate arrangements are made.

### **SIRC (SEXUAL INCIDENT RESPONSE COMMITTEE)**

SIRC or Sexual Incident Response Committee is an integral part of our comprehensive response to inappropriate sexualized behaviors under Title IX. SIRC is an assessment tool used by school districts across Oregon that examine sexualized behaviors in children to assist schools in determining appropriate

interventions to ensure safety for all PK-12 students. **This process is not part of the school discipline procedures and policies.**

SIRC assesses a broad range of sexualized behaviors to determine whether they are developmentally appropriate, and whether they may indicate other risk factors. The purpose is to provide timely support to children and families, and mitigate potential risks to others safety within the school community. When warranted, 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 that are available outside of the school. Most importantly, SIRC informs a multidisciplinary team of educators (administrators, counselors, subject matter experts) at a child's school in better understanding why the child may be exhibiting this behavior and how to respond and support the child during the school day.

SIRC is not a diagnostic or psychological tool, thus, any information gleaned or safety protocol or other outcome derived from the assessment will not directly influence any subsequent IEP or 504 (special education) planning. However, the information gathered in SIRC may inform interventions or suggest adjustments to existing special education plans.

Applicable policies: Board policy 1.80.020-P Non-Discrimination/Anti-Harassment, 4.30.070-P Teen Dating Violence and 4.30.060-P Anti-Harassment.

## **STUDENT INFORMATION:**

### **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.

### **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.

### **BUSES:**

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 chronic misbehavior or a serious violation of a bus rule.

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

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

### **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.

### **DIGITAL DEVICE AND INTERNET USE:**

Students may have access to both digital devices and software, and the internet while at school. There is some risk that comes with online activity. PPS manages technology including our Guest Network with a clear intent to protect our students, staff and guests. It is our top priority to protect data, privacy, and people. Digital Citizenship and appropriate online use are important both inside and outside the school day. Access is a privilege and students must follow the rules and policies addressed in the PPS Acceptable Use Policy. Failure to follow rules and policies Misuse can result in the loss of the privilege of using devices or internet access and can result in loss of access, disciplinary or legal action.

PPS expects all students to be positive digital citizens who:

#### **Do not:**

- Share private information about 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 threatening, rude, inappropriate, or meant to hurt someone's feelings, reputation, or opportunities.
- Plagiarize or steal information, music, videos, or other copy-protected digital artifacts.
- Buy, sell or advertise merchandise unless it's part of an approved school project.
- Install applications on computers unless approved by teacher or District staff.

#### **Understand:**

- Only students who are currently enrolled 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.

### **DRESS AND ATTIRE EXPECTATIONS**

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

#### **Allowable Dress & Attire**

- Students must wear clothing including both a shirt with pants, shorts, or skirt, or the equivalent and shoes.
- Clothing must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands excluded.
- Fabric covering all private parts (including buttocks) which must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student 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.

### **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.

### **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.

### **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

### **MEDICINES:**

If a student must take 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.

### **STUDENT RECORDS:**

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.

## **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.

Students may receive disciplinary action for behaviors that occur while traveling to and from school. The “Nexus of Discipline” applies as a student travels from home to school, and from school back to home.

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

District behavior expectations apply to students whenever they are:

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

## **BEHAVIOR IN THE COMMUNITY**

When walking to or from school or waiting for a bus, students are expected to respect the rights and property of other people. 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 made outside of the Nexus of Discipline. There are a few exceptions:

- When posts were made on campus or at the site of a school event.
- When the posts are of 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.

## **THREATS:**

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

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

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

## **PROHIBITED ITEMS:**

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

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

- Dangerous or deadly weapons including, but not limited to, firearms, knives (if used in a direct threat, or in an incident of physical attack), metal knuckles, straight razors, weapons of the nunchaku type, stun guns, mace, and other instruments designed for and capable of inflicting injury to persons or property;
- Explosives;
- Noxious, irritating or poisonous gasses;
- Poisons;
- Mood Altering Substances (except medicines prescribed for the student which shall be in the labeled container and non-prescription remedies);
- Paraphernalia used in the transporting, sale or use of illegal drugs, including but not limited to Juuls, vape pens, syringes, and flasks
- Stolen property;
- 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 PROPERTY 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.

### **EXCLUSIONARY DISCIPLINE:**

Prior to exclusion, school staff must consider:

- The nature of the misconduct.
- A student's age, health, disability, and/or special education status.
- Cultural or linguistic factors 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 harm.
- Impact of the incident on the overall school community.
- Availability of prevention and intervention programs that are designed to address student misconduct.
- Whether the student voluntarily disclosed the misconduct.
- When an out-of-school suspension is imposed the school 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 4.30.011-AD, Student Discipline Procedures:

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

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

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

### **PPS Behavior Matrix 2022-2023**

#### **TYPE I (Staff Redirected Behaviors)**

BEHAVIOR/ OFFENSE	<p><b>For TYPE I behaviors use the <a href="#">MTSS Tier I Database</a> for guidance</b> <b>For all Type I complete Stage 1 referral in TeacherVue</b></p> <ul style="list-style-type: none"><li>● <b>Bothering, distracting</b> other students</li><li>● <b>Use of profane, biased, and/or vulgar language</b> (not directed towards adults)</li><li>● <b>Failure to follow directions</b> (all grades)</li><li>● <b>Off Limits</b> Entering a location in a building or any school property which has been restricted from student use or entering a location which has been restricted from student use during certain times of the day.</li><li>● <b>Tardiness</b> Failure to be in a place of instruction at the assigned time.</li><li>● <b>Insubordination, Defiance, Willful Disobedience</b> Failure to respond to a proper and authorized direction or instruction of a staff member.</li><li>● <b>Technology, Use Violation</b> Using technology equipment other than in the manner directed by school staff; violations of internet security.</li><li>● <b>Leaving without permission</b> Failure to attend assigned class without permission or excuse; leaving the building, classroom, or assigned area without prior approval of the teacher and/or an administrator.</li></ul>	
POSSIBLE STAFF RESPONSES IN THE MOMENT	<p><b>ALL GRADES</b></p> <ul style="list-style-type: none"><li>● <a href="#">Restorative Practice</a></li><li>● Restate directions/Re-teach Rule</li><li>● Coach quietly (follow up with praise if the student follows directions)</li><li>● Reminder of classroom expectations/agreements</li><li>● Keep in proximity</li><li>● <a href="#">Break</a> in the classroom where possible</li><li>● Structured break/recess</li><li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li></ul> <p><b>FAILURE TO ATTEND CLASS</b></p> <ul style="list-style-type: none"><li>● Mark the student as absent</li><li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li></ul>	<ul style="list-style-type: none"><li>● Interrupt harmful language (Speak Up)</li><li>● Behavioral narration of student following expectation nearby</li><li>● Move student’s seat</li><li>● Redirect/coach quietly</li><li>● De-escalation (Help, Prompt, Wait)</li><li>● Reflection sheet</li><li>● Write a letter to the person harmed</li><li>● Loss of privilege</li><li>● Contact Parent/Caregiver</li><li>● <a href="#">5:1 Positive interactions to corrective interactions</a></li></ul> <p><b>LEAVING THE AREA W/O APPROVAL</b></p> <ul style="list-style-type: none"><li>● If the student is within line of sight, encourage the student to return</li><li>● If the student is not within line of sight, call for support to ask someone to look for the student</li></ul>
WHO SUPPORTS	<ul style="list-style-type: none"><li>● Teacher</li><li>● Attendance Support and Engagement Response Team</li></ul>	<ul style="list-style-type: none"><li>● Classroom Support Staff</li></ul>
SUSPENSION?	No	
HEARING?	No	
<p><b>TYPE II</b> (Administrator enters stage 2 / 3 incident into synergy)</p>		
BEHAVIOR/ OFFENSE	<ul style="list-style-type: none"><li>● Chronic (persistent) Type I offense that does not respond to early intervention</li><li>● <b>Trespassing</b> Entering any school property or into school facilities without proper authority; during school hours; including any school entry during a period of suspension or expulsion</li><li>● <b>Deliberate Misuse of Property</b> 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.</li></ul>	

	<ul style="list-style-type: none"> <li>● <b>Theft</b> taking property belonging to the school or any individual or group without prior permission. Minor Theft: includes items with a retail value of less than (\$20), but excludes personal items such as wallets, purses or keys.</li> <li>● <b>Disruptive Conduct</b> Behaving in a manner that disrupts or interferes with the educational process, including consensual sexual activity.</li> <li>● <b>Forgery</b> Providing a false signature or altering school documents.</li> <li>● <b>Inappropriate Physical Contact</b> Pushing, Shoving, Play fighting, or other inappropriate touching that does not result in harm.</li> <li>● <b>Possession of Prohibited Items</b> Possession of items that are not permitted at school. Includes toy weapons that resemble a real weapon. Knives are considered prohibited items unless used in a threatening, dangerous, or deadly fashion. <b>(As with actual weapons, discipline for toy weapons must be done in consultation with the Student Conduct Coordinator)</b></li> </ul>
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"> <li>● Call for administrator, School Climate Specialist, or dean to support</li> </ul> <p><b>ALL GRADES</b></p> <ul style="list-style-type: none"> <li>● Tier I Interventions wherever appropriate</li> <li>● Checking type 1 data collection</li> <li>● <a href="#">Restorative Practice</a></li> <li>● Check in Check Out (CICO)</li> <li>● Breaks are Better (BrB)</li> <li>● Meaningful Work</li> <li>● Affirmations</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> <li>● Parent/Caregiver Conference</li> <li>● Stay Away Agreement</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● Intervene and stop the behavior</li> <li>● Separate the students/Move student's seat</li> <li>● Restate directionsBreak</li> <li>● De-escalation (Help, Prompt, Wait)</li> <li>● Redirect/Coach quietly (follow up with praise if the student follows directions)</li> <li>● 5:1 Positive interactions to corrective interactions</li> </ul> <ul style="list-style-type: none"> <li>● Social-Emotional Skill Building Group with Student Support Team Members (grief, anxiety, new students, motivation, substance use, stress management, organization)</li> <li>● <a href="#">Title IX level 2 tools</a> to interrupt, educate and prevent recurrence while supporting student(s) harmed (educational support and educational interruption meetings)</li> <li>● Reflection sheet</li> <li>● Buddy classroom</li> <li>● Write a letter to the person harmed</li> <li>● Lose class privilege</li> <li>● Structured Recess</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>● Check and Connect</li> </ul>
WHO SUPPORTS	<ul style="list-style-type: none"> <li>● Attendance Support and Engagement Response Team</li> <li>● Professional Learning Communities</li> <li>● Climate Specialist/Dean</li> <li>● Community Partners</li> <li>● School Support Teams (Counselors, Social Workers, Special Education/504 team)</li> </ul>
SUSPENSION?	<b>No</b>
HEARING?	<b>No</b>
BEHAVIOR/OFFENSE	<ul style="list-style-type: none"> <li>● <b>Early Response to Mid-Level Profane and/or Abusive Language</b> Writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex, gender identity, or sexual orientation, that are verbal, physical, non-verbal or digital (including online) and which persist even after interventions are applied and/or are becoming pervasive.</li> <li>● <b>Early Response to Harassment or bullying:</b> Intimidation or abusive behavior toward a student based on but not limited to: disability, race, color, disability, or national origin, sexual orientation or gender identity or expression, religion or any other protected class, that are verbal, physical, non-verbal or digital (including online) and which persist even after</li> </ul>

	interventions are applied and/or are becoming pervasive.	
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"><li>● Call for administrator, School Climate Specialist, or dean to support</li></ul> <b>All Grades</b> <ul style="list-style-type: none"><li>● <a href="#">Restorative Practice</a></li><li>● Separate the students</li><li>● Restate directions/Coach quietly (follow up with praise if student follows directions)</li><li>● Behavioral narration of student doing correct thing nearby</li><li>● Break</li><li>● Move student’s seat</li><li>● Redirect quietly</li><li>● De-escalation (Help, Prompt, Wait)</li><li>● Reflection sheet</li><li>● Structured Recess</li></ul>	<ul style="list-style-type: none"><li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li><li>● Intervene and stop the behavior</li><li>● Parent/Caregiver Conference</li><li>● Small Group Counseling/Skill-Building Groups</li><li>● For gender-based harassment, notify Title IX Coordinator (school-based)</li><li>● No Contact or Stay Away Agreement</li><li>● Sexual Incident Response Level 0-1</li><li>● Buddy classroom</li><li>● Write letter to person harmed</li><li>● Loss of privilege</li></ul>
WHO SUPPORTS	<ul style="list-style-type: none"><li>● Teacher</li><li>● Admin</li><li>● School Climate Specialist/Dean</li><li>● Professional Learning Communities</li></ul>	<ul style="list-style-type: none"><li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li><li>● Student Success Advocates</li><li>● Community Partners</li><li>● Title IX Coordinator (school-based)</li></ul>
SUSPENSION?	<b>Possibly-</b> the suspension must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to have time to create a plan that supports the student and allows for staff to identify their role in the student’s behavior. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention Team agenda if they aren’t already on it.	
HEARING?	<b>Possible</b> after consultation with Student Conduct Coordinator District staff responsible for supervising the school.	
<b>TYPE III</b> (Administrator enters stage 2 / 3 incident into synergy)		
BEHAVIOR/ OFFENSE	<ul style="list-style-type: none"><li>● <b>Chronic (persistent) Type II</b></li><li>● <b>Burglary</b> Unauthorized entry into a School District building for the purpose of committing a crime when the building is closed to students and the public.</li><li>● <b>Bomb Threat</b> Reporting to school, police, or fire officials the presence of a bomb on or near school property</li><li>● <b>False Fire Alarm</b> Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.</li><li>● <b>Theft Major/Possession of Stolen Property</b> Having in one’s possession or under one’s control property that has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another. Includes items with a retail value of more than (\$20) or any keys, purses or wallets regardless of the value of its contents.</li><li>● <b>Major Property Damage</b>, Including situations that will cost the School District to repair or replace the damage, or damage that involves a substantial disruption of school activities, such as destruction of school records.</li></ul>	

	<ul style="list-style-type: none"> <li>● <b>Display of Patently Offensive Material</b> Displaying sexually, racially, or religiously patently offensive materials.</li> <li>● <b>Fighting</b> involves the exchange of mutual physical contact, such as pushing, shoving, and hitting, with or without injury (i.e., mutual combat).</li> <li>● <b>Firecrackers or Explosives</b> Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or devices.</li> <li>● <b>Reckless Vehicle Use</b> 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.</li> <li>● <b>Interference with School Personnel</b> Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence, or harassment.</li> <li>● <b>Minor Physical Attack Causing Harm</b> Intentionally touching or striking another person against their will; or intentionally causing bodily harm to an individual.</li> <li>● <b>Threat causing fear of harm</b> Physical, verbal, written or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.</li> </ul> <p><b>*If staff contact Student Conduct Coordinator and District staff responsible for supervising the school</b></p>	
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"> <li>● Tier II Interventions whenever appropriate</li> <li>● Call for administrator School Climate Specialist, or dean to support</li> <li>● Administrator determines consequence and follows through (use of PPS <a href="#">handbook</a>)</li> <li>● Administrator communicates consequence to teacher and family</li> <li>● <a href="#">Restorative Practice</a></li> <li>● Escalation Cycle</li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>● Administrator enters stage 2 / 3 incident into synergy</li> <li>● Administrator and teacher determine how to best re-enter student into classroom</li> <li>● Small Group Counseling/Skill-Building Groups</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● Parent/Caregiver Conference</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> </ul>
WHO SUPPORTS	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Administrator</li> <li>● Attendance Support and Engagement Response Team</li> <li>● School Climate Specialist/Dean</li> <li>● Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li> <li>● Community Partners</li> <li>● Other District Supports</li> </ul>
SUSPENSION?	<p><b>Possibly-</b> the suspension must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to have time to create a plan that supports the student and allows for staff to identify their role in the student's behavior. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention Team agenda if they aren't already on it.</p>	
HEARING?	<p><b>Possible</b> after consultation with Student Conduct Coordinator and District staff responsible for supervising the school.</p>	
BEHAVIOR/ OFFENSE	<ul style="list-style-type: none"> <li>● <b>Escalated Response to Profane and/or Abusive Language</b> written or verbal (including online) statements intended to ridicule or humiliate another student, which persist even after interventions are applied and/or are pervasive.</li> <li>● <b>Escalated Response to Harassment or bullying:</b> Intimidation or abusive behavior toward a</li> </ul>	

	<p>student based on but not limited to: race, national origin, color, sex, gender identity, sexual orientation, age, religion, physical or mental disability, the harassment or bullying can be verbal, physical, non-verbal or digital (including online) and which persist even after interventions are applied and/or are pervasive.</p> <p>This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>○ Intimidation, threat of harm or retaliation for making a report</li> <li>○ Any behavior that substantially interferes with a student's education or that creates a hostile environment at school</li> <li>○ Conduct that includes verbal slurs, biased speech, name-calling,</li> <li>○ Conduct that includes non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions</li> <li>○ Intentionally spreading rumors, gossip or attempts to humiliate another student</li> <li>○ Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos</li> </ul>
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"> <li>● Intervene and stop the behavior</li> <li>● Separate the students</li> <li>● Call for administrator, School Climate Specialist, or dean to support</li> <li>● Administrator determines consequence and follows through (use of PPS <a href="#">handbook</a>)</li> <li>● Administrator communicates consequence to teacher and family</li> <li>● Restorative Practice (proceed w/caution at this level)</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> <li>● No Contact or Stay Away Agreement</li> <li>● Escalation Cycle</li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● Administrator and teacher determine how to best re-enter student into classroom</li> <li>● Academic accommodations: interim safety and supportive measures (ex: class changes, academic accommodations etc.)</li> <li>● Small Group Counseling/Skill-Building Groups</li> <li>● Loss of privileges</li> <li>● Parent/Caregiver Conference</li> <li>● Write a letter to the person harmed</li> <li>● Sexual Incident Response Level 1 or 2</li> <li>● <a href="#">Title IX level 3 tools</a> to interrupt, educate and prevent recurrence while supporting student(s) harmed (educational support and educational interruption meetings). <ul style="list-style-type: none"> <li>○ Title IX investigation possible at this level</li> </ul> </li> </ul>
WHO SUPPORTS	<ul style="list-style-type: none"> <li>● Teacher</li> <li>● Admin</li> <li>● School-based <ul style="list-style-type: none"> <li>○ Climate Specialist</li> <li>○ Restorative Justice Specialist</li> <li>○ Dean</li> <li>○ Title IX Coordinator at the school</li> </ul> </li> <li>● Professional Learning Communities</li> <li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li> <li>● Other District Supports</li> <li>● Community Partners</li> <li>● Confidential advocate (VOA Homefree/Raphael House)</li> <li><b>Possible Consult</b> <ul style="list-style-type: none"> <li>● District Title IX Team</li> <li>● Hate Based Incident Response Team</li> </ul> </li> </ul>
SUSPENSION?	<p><b>Possibly-</b> the suspension must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to have time to create a plan that supports the student and allows for staff to identify their role in the student's behavior. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention</p>



	Team agenda if they aren’t already on it.	
HEARING?	<b>Possible</b> after consultation with Student Conduct Coordinator and District Staff responsible for supervising the school.	
<b>TYPE IV</b> (Administrator enters stage 2 / 3 incident into synergy)		
BEHAVIOR/ OFFENSE	<ul style="list-style-type: none"><li>● <b>Chronic (persistent) Type III</b></li><li>● <b>Arson</b> Action which may cause a fire, but none results, such as throwing a lighted item in a trash container that fails to ignite or intentionally starting any fire or combustion on school property regardless of whether any damage occurs.</li></ul>	
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"><li>● Call for administrator, School Climate Specialist, or dean to support</li><li>● Administrator determines consequence and follows through (use of PPS <a href="#">handbook</a>)</li><li>● Administrator communicates consequence to teacher and family</li><li>● <a href="#">Restorative Practice</a></li><li>● Escalation Cycle</li><li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li></ul>	<ul style="list-style-type: none"><li>● Administrator and teacher determine how to best re-enter after suspension</li><li>● Small Group Counseling/Skill-Building Groups</li><li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li><li>● <a href="#">Safety Plan</a></li><li>● Parent/Caregiver Conference</li><li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li></ul>
Potential Interventions	<ul style="list-style-type: none"><li>● <a href="#">Restorative Practice</a></li><li>● Escalation Cycle</li><li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li><li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li></ul>	<ul style="list-style-type: none"><li>● Small Group Counseling/Skill-Building Groups</li><li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li><li>● <a href="#">Safety Plan</a></li><li>● Parent/Caregiver Conference</li></ul>
WHO SUPPORTS	<ul style="list-style-type: none"><li>● Teacher</li><li>● Admin</li><li>● Portland Fire and Rescue Firesetter’s Education Program</li></ul>	<ul style="list-style-type: none"><li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li><li>● Other District Supports</li><li>● Community Partners</li></ul>
SUSPENSION?	<b>Possibly-</b> suspension must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to have time to create a plan that supports the student and allows for staff to identify their role in the student’s behavior. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention Team agenda if they aren’t already on it.	
HEARING?	<b>Yes-</b> after consultation with Student Conduct Coordinator and District Staff responsible for supervising the school.	
BEHAVIOR/ OFFENSE	<b>Sexual Assault (harassment or bullying based on sex):</b> is a single, severe incident of physical conduct of a sexual nature that occurs without consent or when a student is unable to grant consent due to incapacitation from alcohol or drugs. All forms of sexual assault, sexual exploitation, sexual coercion, sexual abuse, teen dating violence, or acts which involve coercion, intimidation, threat or other abuse. If an incident occurred at school or	

	<p>school-sponsored event or activity, a district-led investigation is required. If the incident occurred outside of school but has the effect of unreasonably interfering with the student's education, a district-led investigation <i>may</i> be appropriate.</p>	
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"> <li>● Call for administrator or school-based Title IX Coordinator</li> <li>● Administrator enters stage 2 / 3 incident into synergy</li> <li>● No Contact Contract</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> <li>● Sexual Incident Response Level 2</li> <li>● Apply interim safety and supportive measures (ex: safety plan, class changes, academic accommodations etc.) while investigating</li> </ul>	<ul style="list-style-type: none"> <li>● Report to Title IX Coordinator (school-based) as soon as possible (if not in moment)</li> <li>● Contact district Title IX Office to open a Title IX investigation</li> <li>● Behavior Support Plan</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● <a href="#">Safety Plan</a></li> <li>● Parent/Caregiver Conference</li> <li>● Restorative Practice (proceed w/caution and district support)</li> </ul>
WHO SUPPORTS	<ul style="list-style-type: none"> <li>● Title IX Coordinator (school-based)</li> <li>● District Title IX Office</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li> <li>● Confidential Advocate (VOA Homefree/Raphael House)</li> </ul>
SUSPENSION?	<p><b>Possibly-</b> if the incident occurred at school or a school-sponsored event or activity. Should be thought out and in partnership with the Student Conduct Coordinator and Title IX Director. Temporary removal from the educational environment using “suspension pending investigation” may be appropriate to gather information and ensure continued emotional and physical safety for impacted parties and creates opportunity for thoughtful safety and support planning in the interim. This decision should be made with care and by balancing student safety with educational access. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future.</p>	
HEARING?	<p><b>Possible</b> after consultation with the Student Conduct Coordinator, District staff responsible for supervising the school, and Title IX Director.</p>	
BEHAVIOR/ OFFENSE	<p><b>Severe Harassment, bullying, and/or bias incident:</b> Intimidation or abusive behavior toward a student based on but not limited to: race, national origin, color, sex, gender identity, sexual orientation, age, religion, physical or mental disability, the harassment or bullying can be verbal, physical, non-verbal or digital (including online) and which persist even after interventions are applied and/or are pervasive.</p> <p>This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>○ Intimidation, threat of harm or retaliation for making a report</li> <li>○ Any behavior that substantially interferes with a student's education or that creates a hostile environment at school</li> <li>○ Conduct that includes verbal slurs, biased speech, name-calling,</li> <li>○ Conduct that includes non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions</li> <li>○ Intentionally spreading rumors, gossip or attempts to humiliate another student</li> <li>○ Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos</li> </ul>	



	<ul style="list-style-type: none"> <li>○ Bias or hate as defined in chapter 581-022-2312 Every Student Belongs Act</li> </ul>	
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"> <li>● Call for administrator, School Climate Specialist, or dean to support</li> <li>● Separate the individuals</li> <li>● Administrator determines consequence and follows through (use of PPS <a href="#">handbook</a>)</li> <li>● Administrator communicates consequence to teacher and family</li> <li>● <a href="#">Restorative Practice</a> (proceed w/caution and district support)</li> <li>● Escalation Cycle</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> <li>● <a href="#">Safety Plan</a></li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>● Administrator and teacher determine how to best re-enter student into classroom</li> <li>● Apply interim safety and supportive measures (ex: safety plan, class changes, academic accommodations etc.) while investigating</li> <li>● Small Group Counseling/Skill-Building Groups</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● Parent/Caregiver Conference</li> <li>● No Contact Contract</li> <li>● Sexual Incident Response Level 2</li> </ul>
WHO SUPPORTS	<ul style="list-style-type: none"> <li>● Racial Equity Social Justice</li> <li>● Hate Based Incident Response Team</li> <li>● Other District Supports</li> <li>● Title IX Coordinator (school-based)</li> <li>● District Title IX Office</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li> <li>● Confidential Advocate (VOA Homefree/Raphael House)</li> </ul>
SUSPENSION?	<p><b>Possibly-</b> the suspension must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to have time to create a plan that supports the student and allows for staff to identify their role in the student's behavior. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention Team agenda if they aren't already on it.</p>	
HEARING?	<p><b>Possible</b> after consultation with the Student Conduct Coordinator, District staff responsible for supervising the school, and other District staff as appropriate.</p>	
BEHAVIOR/ OFFENSE	<ul style="list-style-type: none"> <li>● <b>Robbery</b> Taking property from a person by force or threat of force.</li> <li>● <b>Weapon, Dangerous:</b> Any weapon, device, instrument, material, or substance, which under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury.</li> <li>● <b>Weapon, Deadly:</b> Possession, use, or threatened use of any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury.</li> <li>● <b>Weapon, Firearm</b> 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.</li> <li>● <b>Major Physical Attack Causing Harm</b> Intentionally touching or striking another person</li> </ul>	

	<p>against their will; or intentionally causing serious bodily harm to an individual.</p> <p><b>*If staff contact Student Conduct Coordinator and District staff responsible for supervising the school</b></p>	
POSSIBLE STAFF RESPONSES IN THE MOMENT /POTENTIAL INTERVENTIONS	<ul style="list-style-type: none"> <li>● Call for administrator, School Climate Specialist, or dean to support</li> <li>● Separate the Individuals</li> <li>● Administrator determines consequence and follows through (use of PPS <a href="#">handbook</a>)</li> <li>● Administrator communicates consequence to teacher and family</li> <li>● <a href="#">Restorative Practice</a> (proceed w/caution and district support)</li> <li>● Escalation Cycle</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator and teacher determine how to best re-enter student into classroom</li> <li>● Small Group Counseling/Skill-Building Groups</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● Parent/Caregiver Conference</li> <li>● <a href="#">Safety Plan</a></li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> </ul>
WHO SUPPORTS	<ul style="list-style-type: none"> <li>● Administrator</li> <li>● School Climate Specialist/Dean</li> <li>● Other District Supports</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Teams (Counselors, Social Workers, Special Education/504 team)</li> <li>● Community Partners</li> </ul>
SUSPENSION?	<p><b>Yes.</b> The suspension must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to have time to create a plan that supports the student and allows for staff to identify their role in the student's behavior. During the suspension, the school staff designee should be providing learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention Team agenda if they aren't already on it.</p>	
HEARING?	<p><b>Yes-</b> after consultation with the Student Conduct Coordinator and District Staff responsible for supervising the school.</p>	

<p><b>CONSIDER:</b></p> <p>*If frequent/Chronic, begin tracking behavior and potentially refer to the Student Intervention Team.</p> <p>*Avoiding/escaping behavior?</p> <p>*Is behavior part of a mental health issue, traumatic response, or disability?</p>	<p>*Chronic (persistent)= Teacher tried 3 different strategies in response to behavior in one class period and the behavior persists</p> <p>Stage: 2/3 Referral may be appropriate when behavior is Chronic (persistent)</p>
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**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 the 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
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
Any Violations	Third	Possession/Use	Level C
Any Violations		Transfer/Sale	Level C

DISCIPLINARY ACTION LEVEL	DESCRIPTION
Level A*	Insight Class or Alternative Plan that is 6 hours long (this must be written down and signed by the student, parent or family member and supervising administrator). Additionally, the student is barred from school sponsored competition, games, and performances for 14 days.
Level B*	Delayed Expulsion. Student may attend and successfully complete the Student Success Center or complete an Alternative Plan that is a minimum of 60 hours of programming.
Level C*	Expulsion for third incident of distribution or delayed expulsion and alternative plan for third incident of personal use or possession

\* In order for an incident to qualify as a “finding” there must be:

- A Level A finding from a Level A meeting conducted by a school administrator.
- A Level B+ finding from a hearing conducted by a district Hearings Officer.

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

**Additional Notes:**

### **60 DAY RULE:**

Per the Healthy Substance Free Learning Environments Administrative Directive: Commencement Disqualification: Requiring that seniors be disqualified from participation in commencement exercises and related activities if within 60 consecutive calendar days of the last senior school day they are found to be in violation resulting in three or more days of suspension or more serious disciplinary action.

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

- Under the influence (must be taken home by parent or guardian and return the next school day).
- Selling or distributing substances for consideration.

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

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

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

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

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.

## **DISCIPLINE HEARING PROCEDURES**

For severe incidents, 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.

A student may be suspended pending the discipline hearing.

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

Firearm violations require expulsions for a full calendar year from the date of the hearing.

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 PROCESSES:**

### **CONTESTING A SUSPENSION:**

A student or parent/guardian may contest the suspension first by requesting a conference with the principal provided the principal did not make the initial suspension decision. Administrators are required to inform parents and students of their rights.

A student or parent/guardian may contest the suspension first by requesting a conference in writing with the principal within 5 days.

The principal will provide the family with a written response within three school days of receipt of the parent/guardian request.

The family may submit a written appeal of the decision to the senior district staff responsible for supervising the school the student attends within five school days of the principal's decision.

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

## **APPEALING AN EXPULSION OR DELAYED EXPULSION:**

A student or parent/guardian may appeal an expulsion or delayed expulsion hearing decision to the Office of the Superintendent within five school days of the decision.

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

**Notice of the Decision:** The appeals hearing officer shall notify the student's parent/guardian in writing of the decision. The notice shall state that the family may appeal to the Office of the Superintendent within five days.

## **EXPULSION APPEAL TO THE BOARD OF DIRECTORS:**

A student or parent/guardian may appeal an Appeal Decision discipline hearing decision to the Board of Directors within (10) ten school days of the decision by the Superintendent or Designee provided there is new relevant information or evidence of discrimination. Requests are made to the Office of the Superintendent.

## **APPEALS ON Title IX (TITLE 9) DECISIONS:**

Appeals on Title IX decisions must be made in accordance with 4.30.072-AD Title IX Sexual Harassment Student to Student Sex Based Discrimination and Harassment

### **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.

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](#).

Any use of physical force by PPS staff or volunteers 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.

## **DEFINITIONS:**

- **60 Day Rule:** Requiring that seniors be disqualified from participation in commencement exercises and related activities if within 60 consecutive calendar days of the last senior school day they are found to be in violation resulting in three or more days of suspension or more serious disciplinary action.
- **Affirmative Consent:** freely given, mutual, enthusiastic, continuous, and can be withdrawn 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.
- **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.
- **Behavioral Safety Assessment System (BSAS):** The district has a defined process to assess, plan for, and support students who exhibit threatening behaviors. Administrators shall contact the Behavioral Safety Assessment Coordinator and follow established Behavioral Safety Assessment Procedures whenever encountering threatening behaviors in students.
- **Bias Incident:** "Bias Incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.
- **Delayed Expulsion:** A delayed expulsion is a possible outcome from a discipline hearing. It is a period of intensified supports and structure for a student. A plan will be put in place to help them be as successful as possible in school. If they do not follow the plan, or if they receive a new serious violation, another hearing will be held to determine next steps. The delayed expulsion typically lasts to the end of the current or next semester, depending on the level of supports needed and the time of year when the hearing is held.
- **Distribution:** The action of bringing a substance to a PPS School, event or program with the intent to share with others.
- **Exclusionary Discipline:** Disciplinary action which removes a student from instruction.
- **Expulsion:** Denies the student the right to attend any district school or program, including all classes and school activities, or to come onto any district property for up to one calendar year.
- **Hate Speech:** The written, verbal, visual, or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

- **Hearing:** A formal meeting to review information pertaining to suspected behavior and to make a decision regarding disciplinary action.
- **Hearing officer:** A district administrator who holds the title of Hearings Officer.
- **Individualized Education Program**, also called the IEP, is a document that is developed for each public school child who is found eligible for special education. It is reviewed annually, occasionally more often, by the IEP team, including the child's parent/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. A positive manifestation may result in the student not receiving further exclusionary discipline, and may result in an update to their IEP or 504 Plan.
- **Paraphernalia:** Any equipment, product, or accessory that is intended or modified for making, using, or concealing a substance. Examples of paraphernalia include, but are not limited to: pipes, needles, juuls and other Inhalant Delivery Systems, miniature spoons, roach clips, chillums, and cigarette papers, among others.
- **Physical attack causing harm:** Non-accidental conduct causing serious physical harm to a student or school employee.
- **Preponderance of the evidence:** An evidentiary standard used by the hearings officer to weigh information received during a hearing. The standard of this scale is "more likely than not." This is a lower burden of proof than is utilized in our court system, which is "Beyond a Reasonable Doubt".
- **Section 504 Plan:** An accommodation plan for a public school child with disability developed to ensure the child receives accommodations for access and participation in the learning environment.
- **Serious Physical Harm:** Impairment of physical condition or substantial and lasting pain.
- **Sexual Incident Response Committee (SIRC) Process:** The district has a defined process to assess, plan for, and support students who exhibit problematic sexualized behaviors. Administrators shall contact the SIRC Coordinator whenever encountering a behavior of a problematic sexualized nature.
- **Substance:** This includes all mood-altering materials or facsimiles thereof, including alcohol or medications that have not been prescribed for the student or are being used in a manner that is not consistent with a prescription.
- **Substance-impaired learning:** The degradation of student learning, participation, or behavior which is caused by the presence of drugs or alcohol or their residuals in the body.
- **Substance-related activity:** Actions that include but are not limited to use, distribution, sale, or possession of substances, including drugs alcohol, or drug paraphernalia; substance-impaired learning, substance-influenced behavior; and any act assisting such activity. (Note: administrators should contact a district discipline coordinator, prior to contacting law enforcement.)
- **Substantial Disruption of the Learning Environment:** Substantially interfering with the work of the school or impinging upon the rights of other students. Significantly interrupting other students' ability to learn.



- **Suspension, in-school:** Temporarily denies a student the right to attend scheduled classes and instead requires them to attend a program or engage in other educational activities in the school for a period up to five (5) consecutive school days
- **Suspension, out-of-school:** Temporarily denies a student the right to attend school, including all classes and school activities and to come onto any district property, for a period up to ten (10) consecutive school days.
- **Symbol of Hate:** “Symbol of Hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the Hate on Display Hate Symbols Database and whose display:
  - Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
  - 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
  - Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.
- **Target Universalism:** Targeted Universalism alters the usual approach of universal strategies to achieve universal goals, and instead suggests we use targeted strategies to reach universal goals. (<http://haasinstitute.berkeley.edu/targeteduniversalism>)
- **Threat Causing Fear of Harm:** Physical, verbal, written, or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.
- **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 November 10, 2022
  - [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 AD](#)
  - [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](#)
  - [4.30.023-P Healthy, Substance Free Learning Environments](#)
  - [4.30.022-AD Healthy Substance Free Learning Environments AD](#)
  - [4.30.025-AD Discipline of Students with Disabilities](#)
  - [4.30.040-P Students’ Rights Regarding Searches of Person and Property](#)
  - [4.30.041-AD Searches of Students and Their Property; Handling of Prohibited Items](#)

- o [4.30.060-P Anti-Harassment and Teen Dating Violence Policy](#)
- o [4.30.061-AD Transgender, Nonbinary and Gender Diverse Students](#)
- o [4.30.071-AD Harassment, Sexual Violence, and Teen Dating Violence Porcedures and Prevention - Students](#)
- o [4.30.072-AD Title IX Student to Student Sex-Based Discrimination and Harassment](#)
- o [4.50.060-AD Student Restraint and Seclusion](#)
- o [8.60.040-P Responsible Technology Use](#)
- o [8.60.041-AD Student and Staff Acceptable Use of District Technology Policy \(AUP\)](#)
- o [8.60.045-AD Social Media Use and Expectations for Students](#)

## **RELEVANT STATE AND FEDERAL LAWS:**

### Federal Laws

- o [Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.](#)
- o [The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.](#)
- o [20 U.S. Code § 7961 - Gun-free requirements](#)

### Oregon State Laws:

- o [SB 52: Adi's Act](#)
- o [ORS 339.240 Rules of Student Conduct, Discipline, and Rights](#)
- o [ORS 339.250 Duty of Student to Comply with Rules](#)
- o [ORS 339.252 Child with Disability Continues to be Entitled to Free Appropriate Public Education if Removed for Disciplinary Reasons](#)
- o [ORS 339.270 Assessment of Costs of School Property Damage Against Responsible Student or Parents or Guardian](#)

Portland Public Schools  
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