



A meeting of the board's Policy Committee meeting came to order at 3:05 pm at the call of Committee Chair Rita Moore in the Willamette Conference Room at the Blanchard Education Service Center, 501 N Dixon Street, Portland, Oregon, 97227.

There were present:

**Committee Members**

Directors Moore, Brim-Edwards, and Lowery

**Staff and Other Attendees**

Kara Bradshaw- Executive Assistant, Board of Education

Shanice Clarke- Director of Community Engagement

Jonathan Garcia- Chief Engagement Officer

Claire Hertz- Deputy Superintendent of Business and Operations

Mary Kane- Senior Legal Council

Liz Large- Interim General Council

Rachel Lent- paralegal

Dani Ledezma- Senior Advisor Racial Equity and Social Justice

Rosanne Powell- Senior Board Manager

Brenda Martinek- Chief of Student Support Services

Juniper Painton- Business and Operations Manger

Dana Reimer- Student Success Program Manager

**Prioritization of Policy Revisions**

Policy committee priorities were divided into two tiers, based on priority. Tier-1 should be worked on between November 2019 and March 2020. Tier-1 priorities include three enrollment policies, and the Search and Seizure and Student Conduct Policies, which are already in process. Tier-2 work should be worked between April and June 2020. Tier-2 priorities include the Meals and Reimbursements Policy, Oregon School Board Association policy review, the Ethics Policy and the Foundation Policy.

It was noted that the Meals and Reimbursement Policy was a policy that the board committed to reviewing as part of the Secretary of States audit response.

It was discussed whether the new PPS Foundation needs new guidance from the board, and if so whether guidance should be discussed in the policy committee or the full board and how to prioritize the discussion.

**Search and Seizure Policy 4.30.040-P**

In their response to the policy, the Portland Police Bureau suggested a wording change. The suggestion and alternative changes were discussed, and a small adjustment was decided on.

Student Representative Latterell stated that she does not think that the policy is ready to be voted on, so that students could be more involved in the process. The staff who worked with student engagement were asked if they had any language suggestions in response to student concerns. It was noted that the largest percentage of students expressed concern regarding a grievance process, which could be expressed in the Administrative Directive.

The group discussed how to incorporate student feedback, and which of the concerns should be added to the policy and which could be added to the Administrative Directive (AD), including the suggestion that parents should be contacted prior to every search. The Office of School Performance (OSP) was consulted and they thought it would be unreasonable to expect staff to communicate with parents before every low threat searches. Additionally, there were some concerns regarding equity of contacting parents

in advance, as some parent groups respond more quickly than others. It was suggested that there be some parent outreach to make sure that they understand the changes in the policy. There is a need for mechanisms for record keeping, because even if self-reporting cannot be fully relied upon, but it would at least be an overview. It was requested that there be an addition to the policy requiring that search and seizures be tracked, and it would be up to district administration to determine what the reporting system will look like. A complaint option will be added to the policy. Dani Ledezma and Maxine Latterell will work on drafting language to clarify with the RESJ lens.

### **Student Conduct and Discipline Policy 4.30.010-P**

The community engagement process for the Student Conduct and Discipline Policy found that the community would like to see an increased focus on equity and restorative practices, more detailed policy guidance regarding staff support, tools, school climate, and mutual accountability due to varied interpretations. It was noted that there was some opposition to the changes in the policy from some teachers, who wanted to see the policy more punitive, but that the majority of the responses were positive. With the revised policy it is the hope that the impacted groups of students will get students get supports, and an overall shift to focus on trauma informed practices.

Benda Martinek reviewed the additions and changes made to the policy since the last committee meeting. It was requested that in addition to the special consideration of special education students, there be specific language regarding racial equity. Dani Ledezma will look at how to include that in the policy. The committee members went through the Racial Equity and Social Justice Lens tool with Dani Ledezma.

Exclusions will be tracked by administrators, and the district will be looking at tracking patterns in that data. The racial equity language will be added to specifically identify impacted students, add language that supports students being caught up on instruction that was missed, and the district will explore digital ways for students to view in school instruction.

Administrative Directive for the policy is in the process of being updated as well. There will be more detailed direction and clarification added to the policy through the Administrative Directive.

### **Policies Related to Kellogg Middle School Opening**

Committee Chair Moore stated that there is an urgent need to establish guidelines to establish feeder patterns for Kellogg Middle School. The goal for the revised policies is to promote equity, and ensure a system that the highest possible number of students are able to attend a school that is diverse. The concepts that need to be discussed specifically for all three policies are equity, legacies, and sibling preference.

Dani Ledezma noted that while the group is thinking about equity, to remember that the focus racial equity specifically does not mean that other groups who are impacted by inequities are not being considered.

There was discussion regarding what the committee was working to accomplish with the enrollment work, and whether the conversation should focus on specific schools or if it should be apart from specific schools. It was decided that the policy work should be separated from any specific schools so, focusing on the conceptual framework, so that it can be applied to any school that needs it. It was noted that more data was needed to make decisions, specifically evaluating whether or not legacies are affecting schools and diversity, and if so what that effect is. It was noted that not all of the data requested is available. The group looked at what data can be gather in order to make combined inferences that will help to inform a decision.

### **Public Comment**

None

The next Policy committee meeting will be held on December 17.

Committee Chair Rita Moore Adjourned the meeting at 6:12pm.

Submitted by:

Kara Bradshaw

Kara Bradshaw, Executive Assistant  
PPS Board of Education