

Suggested Policy Revisions and Engagement - Search and Seizure Policy 4.30.040

Maxine Latterell, Student Representative, Board of Education

DL

Current Policy Revision and Issue for Discussion	Suggested Language and/or Approach	Recommended Engagement for Students Most Impacted by Decision	Suggested Revisions for the Administrative Directive 4.30.041-AD
<p><i>Parental Consent and Presence during police interviews</i></p>		<p>Communicate with affinity groups:</p> <p>Clubs in schools such as BSUs, Mental Health clubs, MECHAs, Asian and Pacific Islander clubs and NASUs.</p> <p>Organizations such as Beam Village and Oregon Foster Youth Connections.</p>	<p>Pg. 8 (5) Involvement of Law Enforcement</p> <p>Add language about parental presence during interviews, including a process for students to select a trusted adult or emergency contact.</p>
<p><i>Documentation and tracking system for reporting</i></p>	<p>Add to suggested revision language:</p> <p>The District will develop a tracking system and report its findings to the Superintendent and the Board on an annual basis.</p> <p>Consider adding more language around RESJ intent.</p>	<p>Discuss with students from core classes such as history and English to hear from a diverse student population.</p> <p>The listener should take detailed notes but keep the students anonymous as to hear the perspective and experiences of the students in order to report incidents to contribute to track in the event that tracking doesn't reflect what students are saying as well as gain another lens on the events.</p>	<p>Pg. 6 (4) Additional Provisions</p> <p>Add specifics of documentation and tracking system for reporting.</p> <p>Information gathered should include student demographic information (race, gender, etc.) for each search incident.</p> <p>Reporting should include racial disproportionality analysis.</p> <p>Reporting should be directed to the Superintendent and Board of Education for annual review.</p>
<p><i>RESJ Informed policy language to limit bias in interpretation of reasonable suspicion</i></p> <p>Cross-reference PPS Racial Education Equity Policy</p> <p>Section D: The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.</p>	<p>Add language in third paragraph:</p> <ul style="list-style-type: none"> • Explicitly states PPS commitment to RESJ, • Acknowledgment of disparities in discipline and presence of bias • PPS expectation to confront and eliminate bias in interpretation in reasonable suspicion 	<p>Go to student groups listed above and ask them to review the proposed language as well as what they believe will limit bias when it comes to the implementation of the policy.</p> <p>Ask students what racially informed language they want to hear from their teachers/administrators and what they believe to be effective.</p>	<p>Pg. 2 (2) Requirements for searches Add new section A 1.</p> <p>Approaches to limit bias in interpretation of reasonable suspicion</p>