

Suggested Policy Revisions and Engagement - [Search and Seizure Policy 4.30.040](#)

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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>Add suggested revision language:</p> <p><u>Parents/guardians shall also be notified before any law enforcement conducts an interview of a student on District premises. Interviews shall take place with parental/guardian consent except in specific scenarios outlined in the administrative directive.</u></p> <p><u>This requirement does not apply if they are a victim of child abuse or an imminent threat to safety and security.</u></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 notification and consent 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. “In order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline, the tracking system should capture demographic information, and other indicators which will help to identify, analyze and monitor disparities.</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</p>	<p>Add language in after paragraph (3):</p> <p>In alignment with the PPS Racial Education Equity Policy and resulting PPS RESJ</p>	<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</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>

<p>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>Framework and Plan, PPS acknowledges the practices that lead to overrepresentation of students of color in discipline. We understand systemic and cultural racism in both the education and criminal justice system and resulting presence of bias in the interpretation in reasonable suspicion. In alignment with PPS vision and values, the district will adopt practices that confront and eliminate bias in interpretation of reasonable suspicion.</p>	<p>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>A. One of the most effective ways to eliminate bias is through the consistent application of the PPS RESJ Lens to decision making. As a corollary to this practice, we recommend that officials ask these three prompts to interrupt bias in the interpretation of reasonable suspicion:</p> <ol style="list-style-type: none"> 1) Is the observable basis of your reasonable suspicion displayed by other students, including white students? 2) Is the observable basis of your reasonable suspicion a stereotype that affirms a culturally racist narrative? 3) Is the observable basis of your reasonable suspicion independent of normative behavior (s) that reinforce institutional racism?
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Suggested Policy Revisions and Engagement - Student Conduct & Discipline Policy 4.30.010-P

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
<i>Affirming</i>			

<p><i>Restorative Practices to managing discipline</i></p>			
<p><i>Increased policy guidance re: staff support, tools, school climate resources, and mutual accountability to eliminate bias in interpretations</i></p>			
<p><i>RESJ Informed policy language</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 suggested language revisions:</p> <p>I. Introduction</p> <p>The district desires the use of RESJ, evidence based, promising practices and trauma informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The district seeks to build a system wide understanding of institutional and cultural racism, trauma prevalence and impact which recognizes that racist and traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which every student feels included, supported and respected. To this end, disciplinary decision making should include a Racial Equity and Social Justice and trauma informed perspective and focus on restorative practices. In alignment with the PPS Racial Education Equity Policy and resulting PPS RESJ Framework and Plan the district shall adopt practices that eliminate disparities and disproportionality in disciplinary actions for students of color.</p> <p>When student behavior.....</p> <p>5. Culturally responsive/culturally sustaining pedagogy and instruction</p> <p>B. Discipline.....Utilizing a RESJ and trauma informed approach to school discipline</p> <p>The District recognizes that students of color experience disproportionate disciplinary actions. The district recognizes that institutional and cultural racism impact disciplinary decision making and will proactively work to eliminate disparities in</p>		

	<p>the use of school and program discipline.</p> <p>C. 2. Are well researched, RESJ and trauma informed resulting in safer schools, improved student achievement, improved student attendance and fosters student sense of self efficacy.</p> <p>D. Replace social justice with racial equity and social justice principles</p> <p>These responsibilities will include personal and professional introspections, acknowledgement of bias, willingness to learn restorative, culturally responsive and trauma informed practices.</p>		
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