

# Portland Public Schools Student Rights and Responsibilities Handbook 2023-2024



A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems. and be prepared to lead a more socially just world.

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

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

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

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

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

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

## Core Values

**Students at the Center:** all students have the ability to succeed; we strive to positively impact students, and we center each decision and action on this aspiration. We believe that students' voice is essential to understanding and solving the core issues of education; therefore including student voice is a priority.

**Racial Equity and Social Justice:** 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:** 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:** in rigor and high standards for all students and staff, and achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

**Respect:** in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

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

At PPS, we believe every student has the right to access an equitable education. To reach this goal we believe in targeting and providing interventions for our Black and Native students, with the understanding that disrupting these predictive outcomes all of our students will have a more equitable education experience.

# STUDENT AND CAREGIVER RIGHTS 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.

## **STUDENTS 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.

## **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/caregivers, school personnel, visitors, guests, and school neighbors.
- Behave respectfully on school grounds, school buses, bus stops, any school-related activity, and the classroom to avoid interfering with the educational process.
- Follow classroom, school, and District expectations.

## **Student Rights Specific To Gender Identity & Gender Expression:**

All students in Portland Public Schools have the right to:

- Be open about their identity at school and to have educational and enrichment opportunities to affirm their cultural identity.
- 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 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 the 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 parental 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 parental permission to make this change, they still have the right to be referred to by the name and pronouns corresponding to their gender identity).

**Parents/Caregivers have 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/caregiver is responsible for:**

- 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/caregiver conferences.
- Provide appropriate supervision for you before and after school.
- Review and discuss student rights, responsibilities, and discipline with you.
- Support the school's self-discipline and conflict resolution programs.

**FINES AND FEES:** fines for damaged or lost books or school equipment will be charged. School records and grades may be withheld until payment is received.

**FOOD SAFETY:** Oregon State 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:** PPS 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:** as necessary, the school will order medical assistance at parent/caregiver expense.

**MEDICINES:** if a student must take medication at school, the parent/caregiver must take it to the principal or designated staff. The person receiving the medication will explain the rules and arrange for an appropriate staff member to give the student the medicine. Any medication must be in the original labeled container. Students can take their own medication under certain limited conditions but must check with the principal first.

**STUDENT RECORDS:** the school keeps records of 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/caregivers. Parents/caregivers 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.

# DISTRICT SUPPORTS

## MULTI-TIERED SYSTEM OF SUPPORT

**Multi-Tiered System of Support (MTSS):** is a framework focused on prevention and problem-solving for all students using data-based decision-making. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. A strong tiered system of support begins with a focus on Tier I.

- Tier I: is essential access to essential grade-level standards, behavior instruction and practice, Core Counseling Curriculum, school-wide Social Emotional Learning (SEL) practices, and community and family engagement for all students. Tier I supports school-wide expectations, wellness, and the climate of the school community.
- Tier II: allows 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 psychologist, or other support staff.
- Tier III: Intensive Intervention: Intensive, individualized 1:1 (or very small core academic foundational skills group instruction) interventions to support students with lagging foundational academic 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.

For more information on MTSS, please visit <https://www.pps.net/Page/15756>

**RESTORATIVE JUSTICE:** 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 culturally relevant and meaningful education.

**RESTORATIVE PRACTICES:** these are the processes and skills that help us build relationships among students and all members of the school community and are used to help schools: Improve school and classroom communities by focusing on building community and raising accountability.

- Promote social student self-awareness, empathy, communication, and responsible decision-making, relationship-building, and conflict resolution.
- Increase a sense of belonging in school buildings by decreasing conflict and de-escalating issues while promoting a sense of community responsibility.
- Decrease disciplinary issues and disruptions as a possible alternative to exclusionary practices such as suspension and expulsion.
- Promote student engagement in learning.
- Provide students with the chance to acknowledge and repair the harm when possible.
- District staff use restorative practices when able and agreed upon by all parties. Some Restorative practices are:
  - COMMUNITY BUILDING CIRCLES: Used at any point within the day or week to help build trust, belonging, and a positive learning environment within the school community.

- **RESPONSIVE CIRCLES:** 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.
- **CHATS:** An informal conversation using restorative questions to help students process the incident, strengthen their relationship, and come to a resolution.
- **CONFERENCE:** A meeting between all parties involved to discuss the impact of behavior, repairing harm, and the development of an action plan to support follow-up.

**SOCIAL EMOTIONAL LEARNING:** Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## **STUDENT SUCCESS AND HEALTH**

Portland Public Schools believes that everyone in our schools deserves a safe environment that promotes respect, community, and learning. Some issues require extra expertise and sensitivity, including self-harm or suicide ideation and threatening behavior. These services provided by the Student Success and Health Department are developed to meet the needs of our community and are 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 or text the SafeOregon TipLine (Ph. [844-472-3367](tel:844-472-3367), or Email, [tip@safeoregon.com](mailto:tip@safeoregon.com)) to leave information that can be confidential.
- In an immediate emergency, call 911.

**EVERY STUDENT BELONGS:** Our Anti-racist & Anti-oppression Learning Communities Policy asserts that 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](#).

**BEHAVIORAL SAFETY ASSESSMENT:** (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. The school contacts the Behavioral Safety Assessment Team (BSAT) for consultation and support in more complex or serious situations.

**HEALTHY, SUBSTANCE-FREE LEARNING ENVIRONMENTS:** students must not use, possess, transfer, or distribute alcohol or drugs or anything that looks like a drug in school, on the school grounds, at school activities, or during school hours or on the way to or from school. Students whose behavior indicates they are under the influence of drugs or alcohol will receive disciplinary consequences.

The focus of the Healthy, Substance-Free Learning Environments Policy is to:

- Address substance use issues as a form of a mental health issue and respond by offering education,
- Provide interventions and support and work to minimize out of school discipline, which often puts students at higher risk for increased substance use.
- Developed an array of supports, including a class for students and their caregivers or caring adults, access to substance use counseling, case management, and support to access treatment in the community.

**GENDER DIVERSITY SUPPORT GUIDE:** Portland Public Schools has created this toolkit for school accommodations and considerations, to create a shared understanding of how the school will support transgender, nonbinary, and gender-diverse students. 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>

**SELF-HARM, SUICIDE, and SAFETY PLANS:** trained student service providers (counselors, school nurses, school psychologists, school social workers, qualified mental health professionals, etc.) can assess the situation, help students and parents contact support and treatment resources, and work together to develop safety plans. 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. Students learn how to recognize and respond to warning signs of suicide in friends, use coping skills, use support systems, and seek help for themselves and their friends. 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 their friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or needing help.

Students have access to national resources which they can contact for additional support:

<ul style="list-style-type: none"><li>● <a href="#"><u>Multnomah County Crisis Line</u></a> (503) 988-4888<ul style="list-style-type: none"><li>○ Free, 24/7 mental health support</li><li>○ Interpretation services for non-English speakers</li><li>○ Referral to low-cost or sliding-scale agencies</li></ul></li><li>● <a href="#"><u>Kaiser Crisis Line</u></a> (503) 331-6425 <i>For those with Kaiser insurance</i></li><li>● <a href="#"><u>Youthline at Lines for Life</u></a> 877-968-8491 or Text: teen2teen to 839863<ul style="list-style-type: none"><li>○ Chat: <a href="http://www.oregonyouthline.org">www.oregonyouthline.org</a></li><li>○ A teen-to-teen crisis and helpline.</li></ul></li></ul>	<ul style="list-style-type: none"><li>● <a href="#"><u>The National Suicide Prevention Lifeline</u></a> 1.800.273.8255 (TALK), <a href="http://www.suicidepreventionlifeline.org">www.suicidepreventionlifeline.org</a></li><li>● <a href="#"><u>The Trevor Lifeline</u></a> 1.866.488.7386, <a href="http://www.thetrevorproject.org">www.thetrevorproject.org</a><ul style="list-style-type: none"><li>○ Trained counselors are here to support you 24/7. If you are a young person in crisis, feeling suicidal, or needing a safe and judgment-free place to talk.</li></ul></li><li>● <a href="#"><u>Urgent Walk-in Clinic</u></a> (503) 963-2575<ul style="list-style-type: none"><li>○ The clinic can help anyone experiencing a mental health crisis at no cost.</li></ul></li></ul>
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<p>Contact us with anything that is bothering you; no problem is too big or too small! Teens are available to help daily from 4-10 pm Pacific Time (off-hour calls answered by Lines for Life)</p>	<ul style="list-style-type: none"> <li>○ Receive immediate care during a mental health crisis</li> <li>○ Speak to a psychiatrist or a mental health nurse practitioner</li> <li>○ Get help with medication and treatment</li> <li>○ Location: 4212 SE Division St, Portland</li> <li>○ Hours: Monday -Saturday: 7 am-10:30 pm, Sunday 9 am-9 pm</li> </ul>
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For more information, on any of these supports please see <https://www.pps.net/domain/44>

**TITLE IX**

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 can safely access their education. Title IX prohibits the following:

sexual harassment, sexual assault, stalking, domestic/teen dating violence, and/or discrimination or harassment based on sexual orientation or gender identity: discrimination based on pregnancy or parenting status and/or discrimination in any PPS athletic or educational program.

Prior to the start of the school year, the principal or program director designates a [School-Based TIX Coordinator](#) who will receive specialized training and support from the PPS district office and are responsible for ensuring compliance with Title IX for their school or program. The list of Coordinators is published each August and is available on the [Title IX family website](#).

To report a Title IX concern, please visit [www.pps.net/titleix](http://www.pps.net/titleix) for a list of rights and options.

For specifics on Title IX, investigations, disciplinary options and available supportive measures, please refer to [4.30.060-P Student Anti Harassment and Teen Dating Violence Policy](#) and the following administrative directives: [4.30.061-AD Transgender, Nonbinary and Gender Diverse Students](#), [4.30.071-AD Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention- Students](#), [4.30.072-AD Title IX Student to Student Sex-Based Discrimination and Harassment](#)

# SCHOOL CONNECTED AREAS AND ACTIVITIES

## ATTENDANCE

Students are expected to attend school and classes regularly and on time. Parents/caregivers are legally responsible for having their children in school. The parent/caregiver 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/caregiver 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/caregiver

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.

When parents/caregivers must 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 on the child's emergency information form. If parents/caregivers send someone else to pick up a student, prior written arrangements must be made with the office.

**PARENTVUE:** is the system tracking database for Parents' attendance, name pronunciation, school attendance, grades, schedules, and other school-based information. For support with PARENTVUE, visit <https://www.pps.net/Page/2341>

## 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 event, such as a field trip or off-site dance. Students can receive consequences for 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 the 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.

**EXTRA-CURRICULAR ACTIVITIES:** Portland Public Schools believes that student Extra-Curricular Activities are an integral part of the educational program of the Portland school system.

**CLUBS:** 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/caregiver.
- 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.

**NON-PPS AFTER-SCHOOL SPORTS:** some sports club activities are 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 and parent/caregiver.

**PORTLAND INTERSCHOLASTIC LEAGUE(PIL):** athletics utilizes inherently educational experiences to foster lifelong lessons such as teamwork and self-discipline while facilitating the physical and emotional development of our student-athletes.

- High School Athletics 9-12: is to promote participation and sportsmanship through a competitive interscholastic athletic program. Every athlete is provided with opportunities, positive recognition, and learning experiences that support and maximize the academic goals of our High School.
- Middle School 6th - 8th: youth sports program will be directed by (PIL). The student-athletes will represent their neighborhood high school cluster. The cluster each athlete participates in is determined by address.

**SCHOOL BUSES:** school bus transportation is a privilege that students keep by being safe, respectful, and responsible:

- If a student rides a school bus to and from school, they must follow the posted bus rules. A school administrator will work with students and bus drivers around behavior on the bus and at bus stops.

- 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.

**TECHNOLOGY:** students may access digital devices, software, and the internet while at school. There is some risk that comes with online activity.

**DIGITAL CITIZENSHIP:** Digital Citizenship and appropriate online use are important 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 the 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 themselves or others.
- cause harm to others or damage to their property.
- Causes harm to another student or school or the community
- Damage computer equipment, data, or files.
- Pursue hacking.
- Copy or download copyrighted materials.
- Look at, send, copy, or create material 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 the teacher or District staff.

**Understand:**

- Only students who are currently enrolled can use the District network. Your privilege to use 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 provides 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.

**PHONE USE:** for phone use policies, please refer to your School Climate Handbook, that is on your school's website.

**SOCIAL MEDIA:** in some instances, students may not 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 harassing, threatening, or bullying nature and cause substantial disruption to the learning environment and/or the school community.

- When the posts are made 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.
- Posting fights or other incidents that interfere and/or cause a distraction to the learning environment or school community.

**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 caregivers.

**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's 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 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.

# DISCIPLINE PROCEDURES

## SEARCHES OF PROPERTY

**LOCKER CHECKS AND STUDENT PROPERTY SEARCHES:** the school may search a student if the school reasonably suspects 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 a student needs for schoolwork or school activities can be stored in these places.

**TECHNOLOGY SEARCH:** school officials may search any educational technology equipment software owned by the District and internet records at any time for any reason and without student or parent consent or notification. Student cell phones, smartphones, personally owned tablets and computers, and other similar devices are considered personal property. These items can be searched only if there is a reasonable suspicion of a violation of law, district policy, or school rules and a reasonable suspicion that evidence of wrongdoing is contained on the device.

## DISCIPLINE

School personnel and parents/caregivers are responsible for encouraging students' appropriate behavior.

- School personnel are expected to use a continuum of positive behavior 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 based on 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

Before 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 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 must 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 comply with Oregon State law ORS 339.250 and District Policy.

## BEHAVIOR MATRIX

<b>TYPE I</b> (Staff Redirected Behaviors, Stage 1 referral in TeacherVue)			
BEHAVIOR/ OFFENSE	<p>For TYPE I Behaviors, use the <a href="#">MTSS Tier I Database</a> for guidance.</p> <ul style="list-style-type: none"> <li>● <b>Bothering, distracting</b> other students</li> <li>● <b>Failure to follow directions</b> (all grades)</li> <li>● <b>Minor Insubordination, Defiance, Willful Disobedience</b>, Failure to respond to a proper and authorized direction or instruction of a staff member.</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 that has been restricted from student use during certain times of the day.</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> <li>● <b>Tardiness</b> Failure to be in a place of instruction at the assigned time.</li> <li>● <b>Use of profane, biased, and/or vulgar language</b> that is corrected by intervention or redirection</li> </ul>		
POSSIBLE RESPONSES	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>● <a href="#">Restorative Chat</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> </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> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>● Move student's seat</li> <li>● Redirect/coach quietly</li> <li>● De-escalation (Help, Prompt, Wait)</li> <li>● Reflection sheet</li> <li>● Behavioral narration of student following expectation nearby</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 WITHOUT PERMISSION</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> </td> </tr> </table>	<ul style="list-style-type: none"> <li>● <a href="#">Restorative Chat</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> </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>● Move student's seat</li> <li>● Redirect/coach quietly</li> <li>● De-escalation (Help, Prompt, Wait)</li> <li>● Reflection sheet</li> <li>● Behavioral narration of student following expectation nearby</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 WITHOUT PERMISSION</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>
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SUSPENSION	<b>No</b>		
HEARING	<b>No</b>		

## TYPE II

(Administrator or designee enters stage 2 / 3 incident into synergy)

### BEHAVIOR/ OFFENSE

- **Chronic** (persistent) Type I offense that does not respond to early intervention
- **Deliberate Misuse of Property** The intentional use without proper permission of property belonging to the school or an individual for a purpose other than that for which it was intended or in a manner likely to damage the property.
- **Disruptive Conduct** Behaving in a manner that disrupts or interferes with the educational process, including consensual sexual activity.
- **Early Response to Mid-Level Profane and/or Abusive Language** 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 initial interventions are applied and/or are becoming pervasive.
- **Early Response to Harassment or bullying** Intimidation or abusive behavior toward a student, staff, or the school community based on but not limited to: disability, race, color, 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 initial interventions are applied.
- **Forgery** Providing a false signature or altering school documents.
- **Inappropriate Physical Contact** Pushing, Shoving, Play fighting, or other inappropriate touching that does not result in harm.
- **Minor Technology Violation** using technology equipment other than in the manner directed by school staff; including but not limited to violations of phone use policy, computer use policy or internet security
- **Plagiarism/Cheating** Representing another person's work as one's own.
- **Possession of Prohibited Items** Possession of items that are not permitted at school. Includes look-a-like weapons that resemble a real weapon. Knives are considered prohibited items only, unless used in a threatening, dangerous, or deadly fashion. **(As with actual weapons, discipline for toy weapons must be done in consultation with the Student Conduct Coordinator)**
- **Theft** taking property belonging to the school or any individual or group without prior permission. Minor Theft: includes items with a retail value of less than (\$20) but excludes personal items such as wallets, purses, or keys.
- **Trespassing** 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

<p>POSSIBLE RESPONSES</p>	<p><b>In addition to TYPE I, Responses</b></p> <ul style="list-style-type: none"> <li>● Check type I data</li> <li>● Restorative Conference or other Restorative Practice</li> <li>● Check in Check Out (CICO) or Check and Connect</li> <li>● Breaks are Better (BrB)</li> <li>● Meaningful Work</li> <li>● Affirmations</li> <li>● Parent/Caregiver Conference</li> <li>● Stay Away Agreement</li> <li>● Intervene and stop the behavior</li> <li>● Separate the students</li> <li>● Write letter to person harmed</li> <li>● Loss of privilege</li> <li>● <a href="#">Safety Plan</a></li> <li>● Small Group Skill Building with Student Support Team Members</li> </ul>	<ul style="list-style-type: none"> <li>● Student Conference understand reasons for behavior and set goals to improve behavior.</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● For gender-based harassment, notify Title IX Coordinator (school-based)</li> <li>● No Contact or Stay Away Agreement</li> <li>● Title IX investigation possible at this level</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> </ul>
<p>SUSPENSION</p>	<p><b>Possible</b> Suspensions 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 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 provide 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>	
<p>HEARING</p>	<p><b>Possible</b> after consultation with Student Conduct Coordinator District staff responsible for supervising the school.</p>	

### TYPE III

(Administrator or designee enters stage 2 / 3 incident into synergy)

#### BEHAVIOR/ OFFENSE

- **Chronic (persistent) Type II**
- **Burglary** Unauthorized entry into a School District building for the purpose of committing a crime when the building is closed to students and the public.
- **Bomb Threat** Reporting to school, police, or fire officials the presence of a bomb on or near school property
- **Display of Patently Offensive Material** Displaying sexually, racially, or religiously patently offensive materials.
- **Escalated Response to Harassment or bullying:** Intimidation or abusive behavior toward a student staff or the school community 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.
  - This includes but is not limited to:
  - Intimidation, threat of harm or retaliation for making a report
  - Any behavior that substantially interferes with a student's education or that creates a hostile environment at school
  - Conduct that includes verbal slurs, biased speech, name-calling, or non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions
  - Intentionally spreading rumors, gossip or attempts to humiliate another student
  - Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos
- **Escalated Response to Profane and/or Abusive Language** written or verbal (including online) statements intended to ridicule or humiliate another student, which persists even after interventions are applied and/or are pervasive
- **False Fire Alarm** Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.
- **Fighting** involves mutual physical contact, such as pushing, shoving, and hitting, with or without injury (i.e., mutual combat).
- **Firecrackers or Explosives** Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or devices.
- **Interference with School Personnel** Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence, or harassment.
- **Major Insubordination, Defiance, Willful Disobedience,** Failure to respond to a proper and authorized direction or instruction of a staff member that impacts others' access to education or has a substantial impact on the safety of others.
- **Major Possession of Stolen Property or Theft** 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 their contents.

	<ul style="list-style-type: none"> <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> <li>● <b>Major Technology Violation</b> using technology equipment other than in the manner directed by school staff that causes a substantial impact on the learning environment or school community, including but not limited to recording fights, social media posts, repeated phone use violations</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>Reckless Vehicle Use</b> Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or to threaten health or safety or to disrupt the educational process.</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 an actual physical attack.</li> </ul> <p><b>*If the behavior is involving staff, contact Student Conduct Coordinator and the Senior District Staff Responsible for Supervising the school.</b></p>	
POSSIBLE RESPONSES	<p><b>In addition to TYPE I, II, responses</b></p> <ul style="list-style-type: none"> <li>● Administrator determines consequence and follows PPS protocol and policy then communicates the consequence to teacher and family</li> <li>● Administrator and teacher determine how to best re-enter after suspension</li> <li>● <a href="#">Restorative Practice</a></li> <li>● Escalation Cycle</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator and teacher determine how to best re-enter after suspension</li> <li>● Student/Parent Conference understand reasons for behavior and set goals to</li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> </ul>
SUSPENSION	<b>Possible</b> SEE SUSPENSION IN TYPE II FOR MORE INFORMATION	
HEARING	<b>Possible</b> after consultation with the Student Conduct Coordinator and District Staff responsible for supervising the school.	

## TYPE IV

(Administrator or designee enters stage 2 / 3 incident into synergy)

BEHAVIOR/  
OFFENSE

### **Chronic (persistent) Type III**

- **Arson** Action which may cause a fire, such as throwing a lighted item in a trash container or intentionally starting any fire or combustion on school property regardless of whether any damage occurs.
- **Major Physical Attack Causing Harm\*** Intentionally touching or striking another person against their will; or intentionally causing serious bodily harm to an individual.
- **Robbery** Taking property from a person by force or threat of force.
- **Sexual Assault (harassment or bullying based on sex):** is a single, severe incident of physical conduct of a sexual nature that occurs without consent or when a student cannot 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 that involve coercion, intimidation, threat, or other abuse. If an incident occurred at school or a 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 *may* be appropriate.
- **Severe Harassment, bullying, and/or bias incident:** Intimidation or abusive behavior toward a student, staff, or the school community 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.

This includes but is not limited to:

- Intimidation, the threat of harm or retaliation for making a report
- Any behavior that substantially interferes with a student's education or that creates a hostile environment at school
- Conduct that includes verbal slurs, biased speech, name-calling,
- Conduct that includes non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions
- Intentionally spreading rumors, gossip or attempts to humiliate another student
- Repeated requests for nudes
- **Weapon, Dangerous:** 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 and is readily capable of causing death or serious physical injury.
- **Weapon, Deadly:** Possession, use, or threatened use of any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury.
- **Weapon, Firearm** Possession of a gun, including but not limited to a firearm which is "designed to or may readily change 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,

	<p>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.</p> <p><b>*If the behavior is involving staff, please contact Student Conduct Coordinator and the Senior District Staff responsible for supervising the school</b></p>	
POSSIBLE RESPONSES	<p><b>In addition to TYPE I, II, and III responses</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Safety Plan</a></li> <li>● Report to Title IX Coordinator (school-based) as soon as possible</li> <li>● Contact district Title IX Office to open a Title IX investigation</li> </ul>
POTENTIAL DISTRICT LEVEL SUPPORTS	<ul style="list-style-type: none"> <li>● Racial Equity Social Justice</li> <li>● Hate Based Incident Response Team</li> <li>● District Title IX Office</li> <li>● Student Success and Health</li> <li>● Confidential Advocate (VOA )</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Team Meeting with District Support (Counselors, Social Workers, Case Manager)</li> <li>● Homefree/Raphael House</li> <li>● Other District Supports</li> </ul>
SUSPENSION	<b>Yes</b> SEE SUSPENSION IN TYPE II FOR MORE INFORMATION	
HEARING	<b>Yes</b> after consultation with the Student Conduct Coordinator and District Staff responsible for supervising the school.	

<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>*Stage: 2/3 Referral may be appropriate when behavior is Chronic (persistent)</p>	<p>The school has tried at least 3 different strategies in response to behavior, and the behavior persists and/or any violation that creates a substantial impact on the school community or a student has a combination of multiple Type II, and/or Type III violations in one incident, a suspension or hearing can be considered.</p>
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**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 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 must follow or possibly be 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 caregivers of the student who is the subject of a threat by phone. They must notify the parents or caregivers 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 the property, or at school activities including:

- **Dangerous:** including, but not limited to look-a-like guns or weapons, mace, pepper-spray, stun guns, metal knuckles, knives, and others not listed that are and not used in a direct threat.
- **Deadly weapon:** including, but not limited to, firearms, knives used in a direct threat 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 (Stolen items will be returned to the owner or to the police)
- Materials or devices which endanger the physical safety or 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 some items shall only be released to the student's parent. Illegal items will be destroyed or held for Portland Police.

## ALCOHOL/DRUG DISCIPLINARY MEASURES

Substance Use Violation Level		Disciplinary Action and Staff Responsible for Conducting Meeting/Hearing		Possible Interventions
LEVEL A	<b>First Use</b>	<ul style="list-style-type: none"> <li>Rest of Day Suspension</li> <li>Level A meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
	<b>First Possession</b>	<ul style="list-style-type: none"> <li>Rest of Day Suspension</li> <li>Level A Meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
	<b>First Transfer</b>	<ul style="list-style-type: none"> <li>Rest of Day Suspension</li> <li>Level A Meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
	<b>Second Use or Possession</b>	<ul style="list-style-type: none"> <li>Rest of the Day and up to one additional day of Suspension</li> <li>Second Level A Meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
LEVEL B	<b>First Distribution</b>	<ul style="list-style-type: none"> <li>Length of suspension up to the school team but must be under 10 days (must consult with SS&amp;H and MTSS)</li> <li>Discipline Hearing</li> </ul>	Hearing Officer	<ul style="list-style-type: none"> <li>Delayed Expulsion</li> <li>Expulsion</li> <li>SSC</li> <li>Alt Plan</li> <li>SSC W/Alt Plan</li> </ul>
	<b>Second Transfer</b>	<ul style="list-style-type: none"> <li>Rest of the Day and up to one additional day of Suspension and a</li> <li>Discipline Hearing</li> </ul>	Hearing Officer	<ul style="list-style-type: none"> <li>Delayed Expulsion</li> <li>SSC</li> <li>Alt Plan</li> <li>SSC W/Alt Plan</li> </ul>
	<b>Third/Fourth Use or Possession</b>	<ul style="list-style-type: none"> <li>Rest of the Day and up to one additional day of Suspension</li> <li>Discipline Hearing</li> </ul> <p>*Could include meeting with CADC</p>	Hearing Officer	<ul style="list-style-type: none"> <li>Delayed Expulsion, SSC</li> <li>Alt Plan</li> <li>SSC W/Alt Plan</li> </ul>
LEVEL C	<b>Second Distribution</b>	<ul style="list-style-type: none"> <li>The length of suspension up to the school team must be under 10 days (must consult with SS&amp;H and Student Conduct)</li> <li>Discipline Hearing</li> </ul>	Hearing Officer	Expulsion
	<b>Third Transfer</b>	<ul style="list-style-type: none"> <li>The length of suspension up to the school team must be under</li> </ul>	Hearing Officer	Expulsion

		10 days (must consult with SS&H and Student Conduct) ● Discipline Hearing		
	<b>5th Use or Possession</b>	● The length of suspension up to the school team must be under 10 days (must consult with SS&H and MTSS) ● Discipline Hearing	Hearing Officer	Expulsion
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). The student is excluded from performing, competing and/or representing the school in school-sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 14 days.			
LEVEL B/C	A hearing will be scheduled, and the student is excluded from performing, competing and/or representing the school in school-sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 28 consecutive calendar days starting on the day of the hearing.			

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

*Race and Ethnicity Substance use violations will be tracked and monitored, and shared with building administrators and People who oversee the school.*

**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.

**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. 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.

## EXCLUSIONARY DISCIPLINE

**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.

Building administrators must 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 their student conduct coordinator and 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 to investigate an incident fully. A student may be suspended during this time to allow for the investigation to be completed, to keep them and others safe, and to plan their return to school to be as safe as possible.

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

Parents/caregivers are notified when students are suspended. A meeting with the parent/caregiver must be held before a student returns to school after a period of suspension to seek a resolution of the misconduct and review ways of improving student behavior. A parent/caregiver may request a meeting with the principal or designee to develop a plan of action for the student to prevent further incidents.

Students are expected to complete homework during any suspension and may request missed assignments. A suspended student may not be on any Portland School property or at school-sponsored activities.

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

**DISCIPLINE HEARING PROCEDURES:** for more serious incidents, a hearing is held with parents/caregivers, the student, the school team, and a hearing officer. The hearing officer decides if a student will be expelled and 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 attending the Student Success Center or following the stipulations of an alternative plan to address the causes of the behavior that led 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 from the hearing date for a full calendar year.
- When needed, interpretation services must be provided for students and/or parents/caregivers.

- An expelled student must not be on any Portland Public School property or at school-sponsored activities.
- A student or parent/caregiver may appeal any expulsion or delayed expulsion decision.

**DISCIPLINE OF STUDENTS WITH DISABILITIES:** in cases where the disciplinary action includes a suspension or expulsion, the school administrator must notify parents/caregivers/surrogates in the same manner as non-disabled students. The Special Education Department will notify the parents/caregiver of any special education meetings. They are subject to disciplinary procedures to promote positive behavior changes and 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.

**PROCEDURES:** must be followed for students with disabilities or formal Section 504 plans who are suspended for more than ten (10) 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 the student is being considered for expulsion. Reference: [4.30.025-AD](#).

## APPEAL PROCESSES

**CONTESTING A SUSPENSION:** Contesting a Suspension: A student or parent/caregiver has the right to contest any suspension. Administrators are required to inform parents and students of their appeal rights. a) A student or parent/caregiver may contest the suspension first by requesting a written conference with the principal.

- The principal will provide the family with a written response within three (3) school days of receipt of the parent/caregiver request.
- 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 (5) school days of the principal's decision.
- The district senior staff will review the record and provide a written response within three (3) school days. The District senior staff's decision is final.

**APPEALING AN EXPULSION OR DELAYED EXPULSION:** appealing an Expulsion or Delayed Expulsion: A student or parent/caregiver may appeal an expulsion or delayed expulsion hearing decision to the Office of the Superintendent within five (5) school days of the decision.

**MAKING A DECISION:** Making a Decision: Within three (3) school days, the 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 Firearm 365-day expulsion, the hearing officer's decision is forwarded as a recommendation to the Superintendent, who has the sole authority to make such a modification.

**HEARING RESULTS LETTER:** the school notified the student's parent/caregiver in writing of the decision. The notice shall state the steps to appeal a hearing or decision.

**EXPULSION APPEAL TO THE BOARD OF DIRECTORS:** a student or parent/caregiver may appeal an expulsion to the Board of Directors within (10) ten school days of the decision by the Superintendent or Designee. Requests are made to the Office of the Superintendent.

**TITLE IX DECISION APPEAL:** appeals on Title IX decisions must be made in accordance with 4.30.072-AD Sexual Harassment Student to Student Sex-Based Discrimination and Harassment.

# 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 anytime 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 has 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):** 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.
- **CADC:** Certified Alcohol and Drug Counselor
- **Delayed Expulsion:** a delayed expulsion is a possible outcome from a discipline hearing. It is a period of intensified support 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 the next steps. The delayed expulsion typically lasts until the end of the current or next semester, depending on the level of support needed and the time of year when the hearing is held.
- **Distribution:** advertising, offering to sell, selling, furnishing, bartering, or exchanging of substance(s), or facilitating the exchange of substances to receive monetary gain, social gain, goods, and/or products, etc. Includes students found in possession of a sizable quantity of a substance(s) or paraphernalia that would be considered too large for personal use. These actions apply to PPS Schools, events, or programs, including the Nexus of Discipline.
- **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 based on 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/caregiver, school administrators and district staff.
- **Level A Meeting:** during a Level A violation, schools will utilize a disciplinary meeting and a school administrator will facilitate these. The goal of a Level A meeting is to connect students with the appropriate intervention, i.e. Insight or Alternative Plan.
- **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 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, typically in a K-5 setting.. 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 inconsistent 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 but not limited to any noose, swastika, or confederate flag, and symbols contained in the Hate on Display Hate Symbols Database and whose display. That is reasonably likely to cause a substantial disruption of or material interference with school activities; or interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.
- **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 an actual physical attack.
- **Transfer:** sharing a substance with another student in a social setting or context, generally unplanned; examples include sharing a vape pen in the bathroom, giving alcohol to another student at a game or event, etc.
- **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.

PORTLAND PUBLIC SCHOOLS POLICIES	CURRENT LAWS:
<p>For more policy information go to on PPS.net</p> <ul style="list-style-type: none"> <li>● <a href="#">1.80.020-P Non-Discrimination/Anti-Harassment Policy</a></li> <li>● <a href="#">2.10.010-P Racial Educational Equity Policy</a></li> <li>● <a href="#">4.30.010-P Student Conduct and Discipline</a></li> <li>● <a href="#">4.30.011-AD Student Conduct and Discipline AD</a></li> <li>● <a href="#">4.30.012-P Standards of Conduct - Student Dress and Grooming</a></li> <li>● <a href="#">4.30.013-AD Student Dress Code</a></li> <li>● <a href="#">4.30.020-AD Student Discipline Procedures</a></li> <li>● <a href="#">4.30.021-AD Student Suspension and Expulsion Procedures</a></li> <li>● <a href="#">4.30.023-P Healthy, Substance Free Learning Environments</a></li> <li>● <a href="#">4.30.022-AD Healthy Substance Free Learning Environments AD</a></li> <li>● <a href="#">4.30.025-AD Discipline of Students with Disabilities</a></li> <li>● <a href="#">4.30.040-P Students' Rights Regarding Searches of Person and Property</a> <ul style="list-style-type: none"> <li>○ <a href="#">4.30.041-AD Searches of Students and Their Property; Handling of Prohibited Items</a></li> </ul> </li> <li>● <a href="#">4.30.060-P Anti-Harassment and Teen Dating Violence Policy</a></li> <li>● <a href="#">4.30.061-AD Transgender, Nonbinary and Gender Diverse Students</a></li> <li>● <a href="#">4.30.071-AD Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention - Students</a></li> <li>● <a href="#">4.30.072-AD Title IX Student to Student Sex-Based Discrimination and Harassment</a></li> <li>● <a href="#">4.50.060-AD Student Restraint and Seclusion</a></li> <li>● <a href="#">8.60.040-P Responsible Technology Use</a></li> <li>● <a href="#">8.60.041-AD Student and Staff Acceptable Use of District Technology Policy (AUP)</a></li> <li>● <a href="#">8.60.045-AD Social Media Use and Expectations for Students</a></li> </ul>	<p>Federal Laws</p> <ul style="list-style-type: none"> <li>● <a href="#">Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.</a></li> <li>● <a href="#">The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.</a></li> <li>● <a href="#">20 U.S. Code § 7961 - Gun-free requirements</a></li> </ul> <p><b>Oregon State Laws:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">SB 52: Adi's Act</a></li> <li>● <a href="#">ORS 339.240 Rules of Student Conduct, Discipline, and Rights</a></li> <li>● <a href="#">ORS 339.250 Duty of Student to Comply with Rules</a></li> <li>● <a href="#">ORS 339.252 Child with Disability Continues to be Entitled to Free Appropriate Public Education if Removed for Disciplinary Reasons</a></li> <li>● <a href="#">ORS 339.270 Assessment of Costs of School Property Damage Against Responsible Student or Parents or caregiver</a></li> </ul>

Please use the QR code below for Feedback on the  
Student Rights and Responsibilities Handbook.



The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on perceived or actual race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; veteran's status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

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