



PORTLAND
Public Schools

2026-2027

PPS STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE HANDBOOK

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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PPS MISSION STATEMENT

We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

INTRODUCTION

Welcome to the PPS Student Rights, Responsibilities, and Discipline Handbook.

- **Student Rights:** what every student is entitled to at school, like safety, respect, and access to learning.
- **Student Responsibilities:** the expectations of students are to help create a positive, inclusive, supportive school community.
- **Behavior Expectations:** the rules that help create a school where everyone feels safe, included, and ready to learn.

Our approach to discipline is based on fairness, equity, and care. Discipline isn't about punishing students, it's about helping them understand their actions, take responsibility, and make better choices. We believe that everyone can grow and learn from mistakes. We use restorative practices, which means we focus on repairing harm, rebuilding trust, and ensuring all perspectives are shared. Our goal is to support students, not push them away.

This handbook also helps everyone understand the district's rules and expectations. It's a tool for protecting student rights, creating clear communication, and

ensuring fairness for all students. We invite students and families to read this handbook together. Contact a teacher, counselor, or principal if you have any questions. When we all understand our rights and responsibilities, we can build stronger, safer, and more caring school communities.

Students and Families have the right to having an interpreter at any school meeting and that it's the school's responsibility to arrange.

The Student Rights and Responsibilities handbook is also available online at [PPS.net](https://pps.net) 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

Russian

Spanish

Somali

Russian

Vietnamese

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.

Students are entitled to express their personal opinions under all reasonable circumstances. However, symbolic or actual expression shall not interfere with the freedom of others to express themselves, nor shall it substantially disrupt the orderly conduct of the school. Students shall bear the responsibility in the exercise of their rights of expression. They shall not display materials which are libelous, obscene or which create an immediate danger of physical disruption of the orderly operation of the school or create a clear and present danger of violation of the law or existing attendance regulations.

PERSONAL ELECTRONIC DEVICES, TECHNOLOGY, AND SOCIAL MEDIA

Digital Citizenship: Using Technology the Right Way

Being a good digital citizen means using technology respectfully, responsibly, and safely at school and at home. Using school devices and the internet is a privilege, not a right. That means if you don't follow the rules, you might lose access to school devices, your accounts, or the internet at school. You could also face other consequences.

Do:

- Understand that school technology is for enrolled students and using it the right way.
- Know that your actions online can be seen and tracked; nothing is truly private.
- Tell an adult if you see anything inappropriate or if someone is being hurtful online.
- Be respectful, responsible, and safe when using school devices and the internet.
- Use only your own account and keep your password private.
- Use websites, tools, and games that your teacher or the school says are okay.
- Communicate kindly and respectfully online.

Dont:

- Share your passwords or use someone else's school account.
- Be mean, rude, or hurtful to others online or use language that is harmful, bullying, or post anything inappropriate online.
- Damage computers, devices, or files, or try to hack or access websites or systems you're not allowed to.
- Download music, videos, or anything else without permission (especially if it's copyrighted).
- Steal other people's work or ideas (plagiarism).
- Buy or sell things online unless it's part of a school project.
- Add your own apps or try to get around school filters or controls.

Artificial Intelligence (AI) Tools

Do:

- AI can support planning and admin tasks, but all content must be reviewed.
- You are responsible for all AI-generated content; follow all policies and laws.
- Check all outputs for accuracy, bias, and appropriateness.

Dont:

- Plagiarize or infringe copyrights.
- Upload student work, grades, or personal information to AI tools unless specifically authorized by the District.
- Use AI in a harmful manner towards anyone or anything.

Personal Electronic Device Violation

This occurs when a student does not have their Personal Electronic Device “off and away” as required by the policy. This includes cell phones, tablets, smart watches, and other items not listed.

Violation: If a student violates the school based personal electronic device policy, their personal electronic device is confiscated, and it must be logged using the Prohibited Item Google Form. Additionally, a conversation with the student, along with a school-based intervention such as structured recess, lunch detention, lunch bunch, or a Think Sheet, should be documented as a Stage 1 referral for Personal Electronic Device Violation.

Repeated Violation: When a student violates the school-based personal electronic device policy, the personal electronic device should be confiscated and logged using the Prohibited Item Google Form, accompanied by other appropriate school-based interventions. A parent/guardian conference should be held to develop a plan. This should be entered into Synergy as a Stage 2 referral for Personal Electronic Device Violation. *The consequence for PED cannot result in any missed instructional time (e.g., suspensions, class exclusion, etc.).

Artificial Intelligence (AI) Tools

Software or applications that use AI to generate content, analyze data, or automate tasks. This includes text generation, image creators, voice tools, grading systems, and large language models.

Social Media and School: What You Need to Know

Most of the time, what students post on social media outside of school doesn't lead to school discipline. However, there are important exceptions where posts can result in consequences if they cause problems for the school community or disrupt the learning process.

Discipline May Happen if a Post:

- Is made on school grounds or during a school event
- Harasses, bullies, or threatens someone, and causes serious disruption to the school or learning environment

- Is used to plan a fight or any illegal or disruptive behavior at school (like sharing info about bringing prohibited substances or setting up a conflict)
- Shows or spreads videos of fights or incidents that interfere with the safety, focus, or well-being of students and staff.

Students who wish to use their personal electronic devices during the school day may request a waiver of this policy as well as appeal the disciplinary consequences for violations of the policy.

Disciplinary Appeals

Students may appeal a disciplinary consequence for a violation of the District's Personal Electronic Devices in School Policy following the process found in the Student Rights and Responsibilities Handbook.

Appeals of Waivers for Translation Needs

Multilingual learners who are denied access to their personal electronic devices by the school administrator may appeal this decision to the Director of Multilingual Learners.

To start the process of requesting a waiver, parent caregivers make a request to the principal to discuss the need for a waiver. The principal will provide the family with a written response within three school days of receiving the parent/caregiver's request. The family may submit a written appeal of the decision to the Director of Multilingual Learners within five (5) school days of the principal's decision.

The Director of Multilingual Learners will review the record and provide a written response within three (3) school days after meeting with the parent/caregiver. The Director's decision is final.

Appeals of Disability Accommodation Denials for Personal Electronic Devices

Students who have requested to continue to use their personal electronic devices as an accommodation for their individual disability related need and who have been denied this accommodation should use the established

state dispute resolution processes. These processes are outlined in the ODE Notice of Procedural Safeguards for students eligible for IDEA services and the District's Conflict Resolution information for students eligible for Section 504 services.

All other Appeals for Waivers

To start the process of requesting a waiver, parent/caregivers make a request to the principal to discuss the need for a waiver.

The principal will provide the family with a written response within three school days of receiving the parent/caregiver's request.

The family may submit a written appeal of the decision to the District Senior Staff 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 after meeting with the parent/ caregiver. The District Senior Staff's decision is final.

WHEN AND WHERE DISCIPLINE APPLIES

Students are expected to follow school behavior expectations during the school day and in situations connected to the school community. Disciplinary actions may be taken for behaviors that occur in a variety of settings, especially when they affect the school environment.

Discipline May Apply

- At school or on school district property at any time.
- At any school-sponsored event, even if it takes place off campus (such as a field trip, school dance, or athletic event).
- While traveling to and from school, including walking, biking, riding the bus, or using public transportation, within a reasonable period of time before or after school.

- Online or off-campus, if the behavior impacts the school environment and causes a substantial disruption to learning or to school operations.
- In the community, a student's behavior directly impacts other students, school staff, or school operations, even if the activity is not school-sponsored.
- Students are also expected to respect others and their property when walking to and from school or waiting for transportation, as part of being a responsible member of the school community.

WHAT TO WEAR: OUR SCHOOL'S DRESS EXPECTATIONS:

What You Can Wear

We want every student to feel safe, comfortable, and ready to learn. Here's what's allowed at school:

- You must wear clothing that includes a shirt, and pants, shorts, or a skirt (or something similar), plus shoes.
- Clothes must have fabric on the front, back, and sides.
- Your private parts and undergarments, including buttocks, must be fully covered with non-see-through fabric (waistbands are okay to show).
- Hats and headwear are okay as long as your face and eyes are visible to staff. Hoodies must also keep faces and ears visible.
- Your clothing and shoes should be appropriate for your school day, including PE, science labs, or shop classes, where safety matters.
- Some classes may require special gear, like uniforms or safety equipment.

What You Can't Wear

To help keep school a respectful and safe space for everyone, the following is not allowed:

- Clothing that shows or promotes alcohol, tobacco, marijuana, or drugs.
- Clothing with nudity, sexual content, or vulgar/inappropriate language.
- Clothing with hate speech or images that target groups based on race, ethnicity, gender, sexual orientation, gender identity, religion, or other protected groups.
- Gang-related clothing or symbols.
- Clothing that includes profanity.
- Anything that threatens the health or safety of others.

If clothing ever becomes a safety concern, we'll follow our usual school policies and approach it with respect and consistency.

WHEN RIDING THE SCHOOL BUS: EXPECTATIONS AND SAFETY

Taking the bus to and from school is a privilege, and one that students keep by showing safe, respectful, and responsible behavior.

All students who ride the bus are expected to follow the posted bus rules and obey the directions given by the bus driver. These rules help make sure everyone gets to school and back home safely.

If there are concerns about behavior on the bus or at the bus stop, a school administrator will work with the student and the driver to address the issue. In some cases, if a student continues to break the rules or is involved in a serious incident, they may lose the privilege of riding the bus.

The State of Oregon has official rules for riding the school bus, which are posted inside every bus. We encourage families to review them together and talk about what it means to ride the bus safely and respectfully.

Class Exclusionsions and Discipline Process

In PPS, we strive to minimize Exclusionary Discipline, which is an action that removes a student from the instructional or learning environment. Sometimes we have to remove a student from the learning environment. We have three types of exclusions.

- Class exclusion, which removes a student from specific a class or period for a specified amount of time.
- In school suspension, a supervised suspension is when students are not allowed to attend their classes, but may attend school.

- Out-of-school suspension: means that a student is temporarily not allowed to attend school or participate in school activities within Portland Public Schools.

Suspensions can last up to 10 school days, depending on the situation.

Before suspending a student, school staff typically meet with the student to discuss the incident, unless it's an emergency where safety is a concern. In emergencies, a student may be temporarily suspended while the school investigates the incident and creates plans to support the student's safe return.

Emergency Suspension, sometimes, urgent situations arise where a student must be immediately removed from the school environment to protect the health, safety, or well-being of others. These decisions are not taken lightly, and the following steps help ensure that the response is fair, clear, and timely. If a situation occurs where a student poses an immediate risk to others (for example, threats, violence, or dangerous behavior), the principal or a school administrator (designee) will: Remove the student from the learning environment for everyone's safety. Immediately contact the student's parent or guardian to explain what happened and next steps the parent must be notified before the student is sent home.

The school will schedule an investigatory meeting/re-entry within three (3) school days of the incident to, review the facts of what happened, hear from the student and family and decide what follow-up action, if any, is needed. If there are extenuating circumstances (such as staff illness or emergency closures), this meeting may be deferred, but the family will be kept informed.

If a student is being considered for more than one day of suspension or has already been suspended before, the principal will contact district leaders to review the situation. The school will involve district-level staff if a more serious consequence is considered, such as a disciplinary hearing.

Families will be contacted whenever a suspension happens. Before a student returns to school, a re-entry meeting will be held with the parent or caregiver to discuss the incident, how the student can be supported, and steps to prevent future problems. Parents or caregivers can also ask for a meeting with the principal to create a plan for success moving forward.

During Suspension:

- Students are expected to keep up with their classwork and may ask teachers for any missed assignments.
- Students are not allowed on school property or at school events during the suspension.

- if families need it, interpreters will be provided to help with communication.
- If a student or their family disagrees with the suspension, they can contest it.

What Happens During a Discipline Hearing:

For more serious situations, a disciplinary hearing may be held to decide if a student should be expelled, which means not being allowed to attend any Portland Public Schools or school activities for a period of time, possibly up to one full calendar year. A student going to a hearing may not be expelled, but may have additional supports and requirements enacted for them. If they fail to follow these requirements, then another hearing will be held to determine if they will be expelled.

At the hearing, the student, their parents or caregivers, school staff, and a Hearing Officer, who facilitates the hearing, will come together to discuss all important facts about the incident and make a decision. Everyone will be there to discuss what happened and determine the appropriate next steps. We encourage the student and their family to bring supportive people to the hearing. This could include a family member, mentor, advocate, Juvenile Court Counselor, legal representative, or other community members who can help the student and their family feel supported and confident throughout the process.

What Can Happen?

- The Hearing Officer may decide on expulsion, offer a deferred expulsion, or find that there is not enough evidence or that the consequences the student has already received were appropriate; therefore, no expulsion is necessary.

- A deferred expulsion allows the student to avoid expulsion by meeting certain expectations, such as attending the Student Success Center or an Alternative plan.
 - If the student meets the expectations, the expulsion won't happen, and when the requirements are satisfied, this will be noted in the student's discipline file in Synergy.
 - If the student does not follow through, another hearing will be held, and expulsion can be an outcome of the non-compliance.
- Preponderance of the Evidence means the Hearing Officer decides what is most likely to have happened based on the information shared. They don't need to be 100% sure the violation took place, just that it's more likely than not that something happened. This is a lower standard than what's used in court.
- Reasonable Suspicion means there are reasonable grounds based on specific facts that a student has violated a PPS rule and that a search will produce evidence of that rule-breaking. Examples of reasonable suspicion may include, but are not limited to, eyewitness observations by school personnel; information from a reliable source.

Important Things to Know:

- A student may be suspended while waiting for the hearing to happen.
- PK-5th Grade Students are rarely expelled, unless the situation is very serious and meets specific legal requirements.
- If a student brings a firearm to school, the law requires expulsion for one full calendar year from the date of the hearing outcome.
- During an expulsion, the student is not allowed to enter any school buildings, be on school property, or attend events at any Portland Public School.
- If you or your family speaks a language other than English, interpretation services will be provided.
- If a student or family disagrees with the decision, they have the right to appeal it.
- The Hearing Results Letter is a written notice of the decision made by the hearings officer. This outlines the expectations for the student and the steps if the student, parent, or caregiver chooses to appeal the results.

When and Where Searches Can Take Place

- School officials are allowed to search students and their personal belongings while at school or during any school sponsored activities, even if those activities take place off school grounds (such as field trips, sports games, dances, off-campus lunch, or PPS sponsored concerts)
- These searches are intended to help maintain safety and discipline in the school environment.
- While searches are permitted, school staff must make every effort to protect students' privacy and conduct searches in a respectful and non-invasive manner.
- If a student refuses to participate in a search, the school administrator will contact the student's parents to request their permission.
- Refusal at any point may result in a violation for minor or major insubordination or willful defiance.

What Can Be Searched

- Personal Belongings: Backpacks, purses, pockets, or any other personal items a student brings to school can be searched if there's a reasonable concern or for safety reasons.
- When a gun is suspected to be on campus.
- District-Owned Property: Items provided by the school, such as:
 - Lockers
 - Desks
 - School-issued laptops or tablets
 - Internet access and browsing history
- These items belong to the school, not the student, and can be searched at any time. They do not require student or parent permission or any specific suspicion or prior notice.

Video Surveillance Oversight and Access

To help keep our schools, buses, and everyone in them safe, PPS uses video cameras in school buildings, around campuses, and on transportation vehicles. Cameras are only placed in areas where there is no reasonable expectation of privacy.

The Security Services Department oversees the cameras at schools and other district buildings, while the Transportation Department takes care of cameras on school buses. These teams get support from other departments for things like installing cameras and keeping the systems running smoothly.

When and Why Footage Is Viewed

Video footage is not watched all the time. It is only looked at when something specific has happened or has been reported, like if there's a concern about safety, damage to school property, or a theft. In those cases, only authorized and trained staff

may review the footage to help understand what happened and take steps to support everyone involved.

We use video cameras to help keep students, staff, and families safe, not to monitor people constantly

Contesting A Suspension

A student and their parent or caregiver have the right to contest any suspension. Administrators are required to inform parents and students of their rights to appeal. To start the process of contesting the suspension, request a written conference with the principal, stating that you plan to contest the suspension.

The principal will provide the family with a written response within three school days of receiving the parent/caregiver's request.

If the principal is 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 ten (10) school days. The District Senior Staff's decision is final.

Appealing an Expulsion or Deferred Expulsion

A student or a parent/caregiver may appeal a decision in an expulsion or deferred expulsion hearing to the Office of the Superintendent within five (5) school days of receiving the notice of the parent or caregiver hearing. In some instances, the student may appeal their outcome. The appeal will be assigned to the appropriate Appeals Hearings Officer.

Making a Decision Regarding the Appeal

Within ten (10) school days, the Appeals Hearing Officer will make a decision based on the preponderance of the evidence.

The Appeals Hearing Officer can choose to uphold, modify, or reverse the decision made in the previous hearing.

If the decision involves a mandatory 365-day firearm expulsion, the appeals hearing officer will forward the recommendation to the Superintendent, who has the sole authority to make any changes.

Expulsion Appeal to the Board of Directors

A student, parent, or caregiver may appeal an expulsion decision to the Board of Directors within ten (10) school days of the decision by the Superintendent or their designee.

To request an appeal, contact the Office of the Superintendent.

TITLE IX Decision Appeal

Appeals of Title IX decisions must be made in accordance with 4.30.072-AD, Sexual Harassment, Student-to-Student Sex-Based Discrimination, and Harassment. If you disagree with the outcome of a Title IX investigation, you have the right to appeal the decision. Appeals are an important part of ensuring that the process is fair and accurate for everyone involved.

Who Can Appeal

- The student who made the complaint (Complainant).
- The student who was accused (Respondent).

What You Can Appeal

You can appeal if you believe any of these happened:

Procedural Error: A mistake in the way the investigation or decision process was handled that affected the outcome.

New Evidence: Information that was not available during the original investigation and could significantly affect the outcome.

Bias or Conflict of Interest: If you believe the investigator, decision-maker, or Title IX staff had a conflict of interest or were biased in a way that affected the fairness of the process.

How to File an Appeal

Appeals must be submitted in writing within 5 school days after receiving the written decision.

The appeal must explain clearly why you are appealing and which of the three reasons you are claiming.

Appeals should be sent to the PPS Title IX Office at civilrights@pps.net or submitted through your school's School Compliance Officer.

What Happens After You Appeal

A trained Appeal Decision-Maker, who was not involved in the original investigation or decision, will review your appeal. Both the complainant and respondent will be notified of the appeal and given a chance to respond in writing. The appeal will be reviewed carefully based only on the original evidence and the appeal claims, no new investigation will happen. The Appeal Decision-Maker will issue a final written decision within a reasonable time. This decision is final and cannot be appealed again within the district.

Important Things to know

Deadlines Matter: Appeals submitted after the 5-day window may not be accepted.

Limited Reasons: Disagreeing with the outcome alone is not enough; the appeal must fit one of the three allowed reasons.

Fairness First: The appeal process is designed to be neutral and protect the rights of both students.

This appeal process follows PPS Administrative Directive 4.30.072-AD: Title IX Student-to-Student Sexual Harassment. For more information or help with an appeal, visit www.pps.net/civilrights or ask your school's Title IX staff for assistance.

Title VI Complaint Review and External Appeal

If you disagree with the outcome of a Title VI discrimination investigation, you can request a review of the findings. You also have the right to file a complaint with state or federal civil rights agencies.

Requesting a Review

Students or families may request a review of the decision by contacting the PPS Office of Civil Rights.

Requests should explain the concern with the investigation process or outcome.

Reviews are considered by PPS staff who were not involved in the original decision.

Filing an External Complaint

If you are not satisfied after the review, or at any time, you have the right to file a complaint with:

Oregon Department of Education (ODE)

Website: www.oregon.gov/ode

Phone: 503-947-5600

U.S. Department of Education, Office for Civil Rights (OCR)

Website: www.ed.gov/ocr

Email: ocr.seattle@ed.gov

Phone: 206-607-1600

Important Things to Know

There are deadlines for filing complaints (typically 180 days with OCR; ODE also has filing deadlines).

You can request help from your school or the PPS Office of Civil Rights if you need support in understanding your options.

This review process follows PPS Administrative Directive 4.30.070-AD: Nondiscrimination on the Basis of Race, Color, or National Origin (Title VI), and Oregon civil rights law (ORS 659.850).

OTHER THINGS STUDENTS AND FAMILIES NEED TO KNOW

Attendance And Absences

Students are expected to come to school and class on time and regularly. Parents and caregivers are legally responsible for making sure their children attend school.

If a student is going to be absent or late, families can notify the school by:

- Note
- Email
- Fax
- Voicemail or phone Message

Excused Absences Include:

- Student illness
- A family illness that needs the students help
- Religious Holiday
- A death in the family
- Pre-Scheduled health related appointments

Families must contact the school within 3 days of the absence and include:

- The student's name
- The date
- The reason for the absence
- A parent or caregiver's signature (or name in email/voicemail)

Students can make up work and get credit for excused absences.

Important: If a student misses 10 school days in a row, they may be withdrawn from school, even if the absences are excused.

Leaving School Early

If a student needs to leave early, the parent/caregiver must come to the office. Students can't be released to anyone who is not on the emergency contact list. If someone else is picking up the student, families must tell the office ahead of time in writing.

PARENTVUE is where families can: Check attendance, grades, schedules, and more, get help with name pronunciation, and stay up to date on school information. For help, visit: <https://www.pps.net/Page/2341>

Filing Complaints

The Department of Civil Rights is dedicated to involving everyone in the education of our students. Strong relationships and transparent communication with staff, students, families, and the community help foster a safe and inclusive environment for all.

Portland Public Schools offers the Unified Complaint Form as a safe and accessible way for community members to share their concerns. Complaints are handled with care and sensitivity by the Civil Rights Team, which listens, gathers information, and works towards a fair resolution. Formal Complaints are handled and responded to in compliance with district policies and state regulations.

Complaints can be submitted via the form linked above or by calling (503) 916-3809. Types of formal Division 22 complaints include discrimination, bias, retaliation, workplace harassment, enrollment and transfer issues, teaching and learning concerns, educational records, and special education matters.

We ensure every voice is heard and every concern is treated with respect and care.

Fines And Fees

If school books or equipment are lost or damaged, a fine may be charged. Student records and report cards may be held until the fine is paid.

Food Safety

Oregon has strict rules to help keep students safe when it comes to food at school. Treats brought to share in class must be store bought and individually wrapped. Students should not share food from their lunches with others.

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. Students are entitled to express their personal opinions under all reasonable circumstances. However, symbolic or actual expression shall not interfere with the freedom of others to express themselves, nor shall it substantially disrupt the orderly conduct of the school. Students shall bear the responsibility in the exercise of their rights of expression. They shall not display materials which are libelous, obscene or which create an immediate danger of physical disruption of the orderly operation of the school or create a clear and present danger of violation of the law or existing attendance regulations.

Lost, Stolen, or Damaged Property

Portland Public Schools is not responsible for items that are lost, stolen, or damaged at school. This includes electronics, bikes, skateboards, and other personal belongings. Students bring items to school at their own risk. Lockers are not secure and should not be used to store valuables.

Medical Emergencies

In the event of a medical emergency, the school will call for medical assistance. The cost of any emergency care will be the responsibility of the parent or caregiver.

Medicine At School

If a student needs to take medication during the school day, the parent or caregiver must bring it to the school office for administration. Staff will explain how the medication will be managed. Medicine must be in its original labeled container. In some cases, students may be permitted to take their own medication, but they must first check with the principal.

SUPPORTING STUDENTS AT EVERY STEP

At Portland Public Schools (PPS), every student can grow, learn from challenges, and contribute to a safe and caring school community.

There are many different strategies schools can use to support students when problems come up. The examples below are just a few of the tools available, and they're always carefully selected based on what each student needs in the moment.

Our goal is simple: to help students reflect on their choices, repair any harm that may have occurred, and move forward in a positive direction.

Support That Starts in the Classroom

A lot of support happens right in the classroom. When students feel connected, respected, and clear about what's expected, they're more likely to stay engaged and make strong, healthy choices.

If a small challenge does come up, teachers have helpful ways to support students and guide them back on track, such as:

- Friendly reminders
- Quick check-ins
- Restorative conversations to talk things out and repair any harm
- Opportunities to learn and try a different approach next time

The focus is always on learning, not just academically, but socially and emotionally too.

Extra Support When It's Appropriate

Sometimes, a student might need additional support beyond the classroom. When that happens, school staff and sometimes district staff partner with the student and their family to understand the situation and offer the right kind of help.

These supports are designed to:

- Build connection and trust.
- Offer resources like counseling, mentoring, or reflection time.
- Help students feel ready to make strong, positive choices moving forward.

Whether it's through restorative practices, supportive programs, or one-on-one guidance, we're here to help every student grow into their best self, not just in school, but in life.

Supportive Conservation & Reflection

- Restorative circles or conferences to repair harm and rebuild trust.
- Guided journaling or reflection activities to help students think through what happened and how to grow from it.
- Mentor check-ins with a trusted adult in the building.
- Peer mediation or conflict resolution sessions.

Transformative Social-Emotional Skill Building

- Social skills groups focused on communication, empathy, and managing emotions.
- TSEL (Social Emotional Learning) lessons are integrated into class or small groups.
- Mindfulness or emotional regulation activities (like breathing exercises or calm spaces).
- Goal setting and planning sessions to help students get back on track.

Academic and Behavioral Support

- Behavior Support plans (BSPs) tailored to student needs.
- Academic support or tutoring if school stress is connected to the issue .
- Structured breaks or alternative spaces for students who need to reset during the day.
- Behavior coaches or support staff who work alongside students.

Family & Community Connection

- Family conferences or support meetings to build teamwork between home and school.
- Connections to community programs (youth groups, mentoring programs, substance use education, etc.).
- School-based health clinics or counseling for mental and physical health needs.

Empowerment & Leadership Opportunities

- Student leadership groups or clubs focused on advocacy, service, or peer support.
- Opportunities to lead or support school events or activities as a way to reconnect and contribute.
- Creative expression outlets (like art, music, or writing) to help process emotions.

BEHAVIOR MATRIX

TYPE I: When students engage in behaviors that disrupt learning, such as distracting others, not following directions, or using inappropriate language, the goal is to respond in ways that support learning and personal growth. These behaviors, referred to as Type I Behaviors, are typically addressed through classroom-level strategies, with support from the Classroom Practices Plan, the Multi-Tiered System of Supports (MTSS) Tier I Database, and the Climate Plan. Staff will intervene as early as possible by using positive, small redirections, restorative practices, and other strategies to help students reflect, re-engage, and guide students back towards positive behavior while maintaining a safe, respectful, and inclusive learning environment for everyone.

Things to consider in behaviors that are TYPE II, III, and IV Consider:

If frequent/Chronic:

- Is the student's behavior due to avoidance or escape?
- Is behavior part of a mental health issue, traumatic response, or disability?
- Have you included the SIT team at this point or at any point prior?
- Consider the function of the student behavior
- What needs are they trying to meet?

Suspension or Hearing can be considered when:

- The school has tried at least three different strategies in response to the behavior, but it persists.
- The violation created a substantial impact on the school community.
- The student has a combination of multiple Type II and/or Type III violations in a single incident. A suspension or hearing can be considered

TYPE II: Sometimes, a student's behavior disrupts the learning environment or negatively impacts others or the school community. These behaviors may include actions that have happened repeatedly, even after adults have tried to help. Depending on the severity of the behavior, the response may go beyond the classroom. Sometimes in TYPE II behaviors, the student may be temporarily excluded from class or school. However, the goal is always to support the student's learning and growth in the school community. In these situations, additional support from the school team, such as counselors, social workers, or administrators, is often needed.

TYPE III: When students engage in serious behaviors that disrupt the learning environment or cause harm to others or the school community or disciplinary incidents may occur repeatedly or may be serious enough to require immediate attention, even when supports have already been provided. These incidents may require stronger interventions and involvement from school staff, such as counselors, social workers, or administrators. Depending on the severity and circumstances of the behavior, the response may include temporary removal from class, suspension from school, and/or a disciplinary hearing. While these steps may sometimes be necessary, the primary goal remains to help the student reflect, learn from the experience, and return ready to engage in their learning and school community.

TYPE IV: When students engage in significantly disruptive or harmful behaviors that interfere with the learning environment or pose a large risk to the safety and well-being of others or the school community, these actions may be repeated or serious enough to require immediate and elevated intervention, even if prior support has been provided. In such incidents, at this level, the involvement of school-based or district staff support, including administrators, counselors, and social workers, becomes essential.

Depending on the nature and severity of the behavior, or if the incident is impactful enough to compromise the integrity or safety of the school environment, the response may extend well beyond classroom-level interventions. This may include immediate suspension from school and, in the most serious situations, a formal disciplinary hearing to determine appropriate next steps.

While time out of school may be necessary to maintain a safe school environment, the school remains committed to supporting the student's accountability, growth, and eventual reintegration into a respectful and productive learning space.

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.

TYPE I Behaviors (stage 1 Referral)

Minor Bothering, Distracting/Pestering: action(s) that hinder others' attention away from instruction or staff- guided activities.

Minor Failure to follow directions: (all grades). Willfully refusing to follow a staff member's instruction.

Minor Failure to Attend Class/Skipping: Failure to attend the assigned class without permission. Leaving the assigned classroom or specified learning space without prior approval of the teacher and/or an administrator during instruction before intervention.

Minor Defiance: A student briefly resists, ignores, or delays complying with a reasonable request or direction from staff, without causing significant disruption to the learning environment.

Minor Off Limits: Entering a location in a building or any school property that has been restricted from student use or entering an area that has been restricted from student use during certain times of the day.

Minor Play Fighting/Pushing Shoving: Physical interaction between students that appears non-serious or mutual but involves behaviors that could escalate or be mistaken for aggression.

Minor Personal Electronic Device Violation: The first time a student violates the school-based personal electronic device policy of Off and Away All Day.

Minor Tardiness: Failure to be in a place of instruction at the assigned time.

Minor Teasing/Putdowns: Verbal or nonverbal behavior intended to make fun of, belittle, or embarrass another person, whether joking or serious.

Minor Use of Inappropriate Language: is quickly corrected by intervention or redirection.

Minor Cheating: Any any form of academic dishonesty where a student presents others' work as their own. This includes actions such as copying work, sharing test answers, plagiarizing, or submitting AI-generated content as one's own original material.

TYPE I Behaviors, use the MTSS Tier I Database for guidance.

Type I Behaviors are not eligible for suspension.

Interventions, Supports, and Responses for all TYPE II, III, VI

- Affirmations
- Breaks are Better (BrB)
- Check-In/Check-Out (CICO) or Check & Connect
- Escalation Cycle
- Functional Behavior Assessment/ Behavior Support Plan
- Immediate Intervention
- Loss of Privilege • Meaningful Work
- Parent/Caregiver Conference
- Re-entry after Suspension
- Report to the School-Based Title VI and/or IX Coordinator
- Restorative Conference or Practice
- Safety Plan
- Separate the Students
- Small Group Skill Building
- Stay-Away Agreement
- Student/Parent Conference
- Write a Letter to the Person Harmed
- Other Interventions and/or Supports not Listed

TYPE II Behaviors (Stage 2 referral)

Chronic (persistent) Type I offense: which does not respond to intervention.

Minor Disruptive Conduct: Behaving in a manner that disrupts or interferes with the educational process.

Minor 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 where initial interventions are applied stop the behavior. (lower level impact).

Minor Early Response to Bullying, Harassment, and/or Intimidation: 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) where initial interventions are applied to stop the behavior.

Major Failure to Attend Class/Skipping: Failure to attend the assigned class without permission. Leaving the assigned classroom or specified learning space without prior approval of the teacher and/or an administrator during instruction before intervention.

Minor Hostile Environment Harassment: conduct or behavior that is sufficiently serious that it interferes with, limits, or denies a person the ability to participate in or benefit from a program, education, or environment.

Minor Forgery: Providing a false signature or altering school documents.

Minor Inappropriate Physical Contact: Pushing, Shoving, Play fighting, or other inappropriate touching that does not result in harm.

Minor Leaving Campus Without Permission: failing to remain on school grounds, at any point after arrival, without authorization which also includes school-sponsored activities such as field trips.

Minor Arson: An Action that may cause a fire, but flame and/or smoke do not fully develop, and there is NOT any damage.

Minor Deliberate Misuse of Property/Vandalism: 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 (where the items have a retail value of less than \$50).

Minor 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.

Minor Personal Electronic Device Violation: When a student violates the school-based personal electronic device policy of Off and Away All Day for a second time and/or third time. *The consequence for PED cannot result in any missed instructional time (e.g., suspensions, class exclusion, etc.).

Minor 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. (where items with a retail value of \$50 or less).

Minor Physical Attack Causing Harm*: Intentionally touching or striking another person against their will; or intentionally causing bodily harm to an individual.

Minor Property Damage: 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.

Minor Technology Violation: using technology equipment other than in the manner directed by school staff, including but not limited to violations of obstructing the view of a camera, computer use policy, or internet security.

Minor Plagiarism/Cheating: Representing another person's work as one's own.

Minor Possession of Prohibited Items: Possession of items that are not permitted at school. Includes look-alike 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 look-alike weapons must be done in consultation with the Student Conduct Coordinator)

Minor 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.

Suspension is Possible and must be:

- Developmentally appropriate
- If for more than one day thought out and in partnership with the Student Conduct Coordinator and District Staff responsible for supervising the school
- Be used to create a plan that supports the student and allows staff to identify their role in the student's behavior

Hearing is Possible after consultation with the Student Conduct Coordinator and the District staff responsible for supervising the school

Possible Referrals

Behavior Safety Assessment



Security Services



Suicide Screening



Office of Civil Rights



Racial Equity Social Justice



Student Intervention Team



Special Education/504



DHS



Crisis Line



Substance Use Support



TYPE III Behaviors (Stage 3 Referral)

Chronic (persistent) Type II: which does not respond to intervention.

Major 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.

Display of Patently Offensive Material: Displaying sexually, racially, or religiously patently offensive materials.

Major Escalated Response to Harassment, Bullying, and/or Intimidation: Intimidation or 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 attempting to humiliate another student.
- Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos

Major 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.

Extortion: Using threats or coercion to attempt to obtain something valuable, such as money, from another person.

Major 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.

Major Fighting: Involves mutual physical contact, such as pushing, shoving, and hitting, with or without injury (i.e., mutual combat).

Major Firecrackers or Explosives: Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or devices.

Major Interference with School Personnel: Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence, or harassment.

Major Leaving Campus without permission: Failing to remain on school grounds, at any point after arrival, without authorization which also includes school-sponsored activities such as field trips.

Major Disruptive Conduct: Engaging in behavior that seriously disrupts, interferes with, or undermines the educational environment, including consensual sexual activity.

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 (\$50) or any keys, purses, or wallets, digital wallet access, or cash regardless of the value of their contents.

Major Property Damage: 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 (where the items with a retail value of more than \$50).

Major Technology Violation: 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, recording others without permission, posting on social media, and repeated phone use violations.

Major Physical Attack Causing Harm*: Physical Attack/Harm: Intentionally violent contact and/ or touching that violates bodily autonomy or striking of another person against their will or intentionally causing bodily harm to an individual.

Major Reckless Vehicle Use: 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.

Major Threat/Causing Fear of Harm: A behavior that indicates an intention to cause injury to the body or property of another person which immediately creates a fear of harm, without displaying a weapon and without subjecting the impacted individual(s) to actual physical attack. Threats may take many forms including verbal, gestural, written, electronic, or through a third person.

Suspension and Discipline Hearing Likely Decision made in partnership with the Student Conduct Coordinator and District Staff responsible for supervising the school.

Possible Referrals

Behavior Safety Assessment 

Security Services 

Suicide Screening 

Office of Civil Rights 

Racial Equity Social Justice 

Student Intervention Team 

Special Education/504 

DHS 

Crisis Line 

Substance Use Support 

TYPE IV Behaviors (Stage 3 Referral)

Chronic (persistent) Type III: which does not respond to intervention

Major Community Threat: Communication of any sort that threatens school-wide violence via social media posts, phone, or writing, that poses a direct and/or substantial impact to the learning environment that may require support from PPS Security and Emergency Management Services, Law Enforcement and/or Community Emergency Management Services.

Major Bomb Threat: Reporting to school, police, or fire officials the presence of a bomb on or near school property.

Major 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 Hostile Environment Harassment: significant conduct or behavior that is sufficiently serious that it interferes with, limits, or denies a person the ability to participate in or benefit from a program, education, or environment.

Major Physical Attack Causing Harm*: Intentionally violent contact and/or touching that violates bodily autonomy or striking of another person against their will or intentionally causing bodily harm to an individual.

Major Robbery: Taking property from a person by force or threat of force.

Major Sexual Assault (harassment or bullying based on sex): 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.

Major Severe Response to Harassment, Bullying, Intimidation and/or bias incident: Significant 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, 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 attempting to humiliate another student.
- Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos

Weapon(s) Violations:

- **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.
- **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.
- **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, 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.

Most TYPE IVs require a suspension and Discipline Hearing. Decision made in partnership with the Student Conduct Coordinator and District Staff responsible for supervising the school.

Possible Referrals

Behavior Safety Assessment 
Security Services 
Suicide Screening 
Office of Civil Rights 
Racial Equity Social Justice 

Student Intervention Team 
Special Education/504 
DHS 
Crisis Line 
Substance Use Support 

***If the incident involves a PAT member, please Contact your Student Conduct Coordinator.**

Potential Hearings Outcomes

Alternative Plan

60 hours of Intervention Provided at the School Building

Alternative Plan is a collaborative plan created by the student, their family, and school staff. It's designed to address the behavior that led to the disciplinary hearing by meeting the individual needs of the student while helping them stay connected, supported, and successful at school.

What's the Purpose?

The plan focuses on:

- Understanding the student's unique strengths and challenges
- Offering support like counseling, check-ins, skill-building, and bag checks
- Encouraging growth, learning, and wellness • Supporting a safe and healthy school environment

How It Works:

- After a conversation with the school team, the plan is written and submitted within one school week.
- If more time is needed, the school administrator may allow up to two weeks.
- Both must approve the plan:
 - The school principal or administrator, and
 - A district staff member who supports your school

Student Success Center

A 3-Week Intensive Support Program Schedule: Monday – Friday, 8:30 AM – 12:30 PM

Who Can Participate

Students in grades 6-12 who:

- Have had a disciplinary hearing
- Are offered SSC instead of expulsion
- Are willing to reflect, learn, and grow
- The program helps students build meaningful life and school skills, including:
 - Emotional Regulation
 - Conflict Resolution
 - Making Healthy Choices
 - Decision-Making & Goal Setting

How We Support Students

- Work closely with school staff and a transition support person from your home school
- Create a re-engagement plan based on student strengths and support needs
- Include recommendations from mental health or substance use assessments (if available)
- Hold a re-engagement meeting at the home school to welcome the student back and review expectations

Program Purpose

- Rebuild trust and connection with the school
- Learn new tools for managing emotions and challenges.
- Make progress toward goals.
- Increase sense of belonging where students feel seen, heard, and supported.

WHEN STUDENTS ARE FOUND IN POSSESSION OR USE OF A SUBSTANCE OR SUBSTANCE-RELATED ITEMS

Students found to have violated the PPS Healthy Substance Free Learning Environments Policy who are in fifth grade or below will receive developmentally appropriate, intervention-based consequences. Students in sixth grade and above who are found to have violated this policy will receive consequences in accordance with the Leveled Scale below

KINDERGARTEN - 5TH GRADE

For all instances of substance use or possession at the K-5 Level, Admin must consult with their Student Conduct Coordinator and Coordinator of Substance Use Supports.

Possible Responses

- Appointment with Pediatrician/Medical Provider
- Restorative Meeting
- Parent /Guardian/Caregiver Conference
- Items added to Prohibited Item Log if found in possession of prohibited item(s)
- Rest of Day Suspension
- Re-teach skills to students involved using e.g. TSEL or Health curriculum guidance
- Stage 2/3 Office Discipline Referral

Substance Use Violations & Interventions Matrix Grades 6-12

Adapted from 4.30.022-AD

Level	Incident Criteria & Triggers (Within 3 Years)	Admin Actions & Timelines	Intervention / Alternative Plan Requirements
Level A	• 1st Violation: Use or possession of a Substance or Paraphernalia.	• Contact parent day-of. • Rest of the day suspension. • Hold admin meeting within 5 school days.	• Refer to 6-hr Insight Class (student + guardian). • Support track: closed campus, bag checks, staff check-ins. • Lack of progress at 6 weeks escalates to Level B.
Level B	• 1st Violation: Transfer / Intent to Transfer. • 2nd Violation: Use or possession of a Substance/Paraphernalia.	• Contact parent day-of. • Rest of the day suspension plus up to one additional day possible. • Hold admin meeting within 5 school days (include monitoring team).	• Alternative Plan (9 Weeks): 6 hrs psychoeducation or CAD/C/clinician meetings. • Interventions: bag checks, checkin/out, closed campus. • Lack of progress at 9 weeks escalates to Level C.
Level C	• 1st Violation: Distribution / Intent to Distribute. • 2nd Violation: Transfer / Intent to Transfer. • 3rd Violation: Use or possession.	• Contact parent day-of. • Rest of the day suspension plus up to two additional days possible. • Suspension until hearing possible for instances of large distribution (discuss with student conduct coordinator). • Schedule Disciplinary Hearing within 10 school days.	• Expulsion considered only if distribution has large community/school impact. • Expulsion may be deferred via required completion of PPS Student Success Center (3-week, half-day intensive skill program) or Alternative Plan with 60 hours of intervention.
Level D	• 4th Violation: Use or possession of a Substance or Paraphernalia.	• Contact parent day-of. • Rest of the day suspension plus up to three additional days possible. • Schedule Disciplinary Hearing within 10 school days. • Substance Use Support staff present.	• Expulsion may be deferred via required completion of PPS Student Success Center and/or Alternative Plan following above criteria.
Level E	• 2nd Violation: Distribution / Intent to Distribute. • 3rd Violation: Transfer / Intent to Transfer. • 5th Violation: Use or possession.	• Contact parent day-of. • Rest of the day suspension plus up to four additional days possible. • Suspension until hearing possible for instances of large distribution (discuss with student conduct coordinator). • Schedule Disciplinary Hearing within 10 school days. • Substance Use Support staff required.	• May lead to formal expulsion. • If expelled, education provided at non-PPS alternative school via Reconnection Services. • Deferment option may be available (SSC/60-hr plan).

1. EQUITY & PHILOSOPHY LENS

Mandatory Decision-Making Framework

Substance use disrupts learning and health. Data demonstrates that Communities of Color (specifically Black and Indigenous students) face use rates on par with peers but receive disproportionately higher disciplinary exclusions and less resource access.

Requirement: Administrators must actively evaluate their own implicit biases. Prioritize support, restorative practices, culturally responsive approaches, and intervention over exclusionary discipline whenever possible.

2. APPEALS & TIME

Contestation Procedures

- **Levels A & B:** Parent or Eligible Student (18+ or McKinney-Vento unaccompanied youth) may submit a written appeal within 5 working days of the admin decision. Appeal decision maker must issue a final written response within 3 working days.
- **Levels C, D & E:** Appeals must follow formal procedures outlined in the Conduct and Discipline AD (4.30.022-AD).
- **Plan Construction:** Alternative Plans must be established within 1 week of the meeting/hearing.

3. INVESTIGATION PROTOCOLS

Establishing Suspicion & Use

- **Reasonable Suspicion:** Determinations must be grounded in objective, documented evidence never on stereotypes, bias, or raw assumptions.
- **Behavior-Only Finding:** If identifying substance use based solely on behavior, you must accurately document **two or more** observable signs/behaviors of intoxication.
- **Physical Evidence:** Absent 2 behavioral signs, you must document physical possession of substances/paraphernalia, or credible witness statements.
- **Due Process:** Conduct a thorough investigation, including an informal meeting to explain the suspicion in a language the student understands and allow them to share their perspective.

4. SPECIAL EDUCATION COMPLIANCE

Manifestation Determination Meetings (MDM)

An MDM is required prior to any hearing that could result in expulsion, evaluating if the behavior was a direct result of the student's disability or the school's failure to implement plans.

- **Students with an IEP:** An MDM may be required for Level C, D, or E hearings that consider expulsion.
- **Students with a 504 Plan:** An MDM is NOT required for standard use or possession violations.
- **504 Plan Distribution:** An MDM IS required if a student with a 504 Plan commits a Distribution violation.

5. EMERGENCY & LAW ENFORCEMENT

Crisis Response & Intoxication Safety

If a student is under the influence or significantly impacted and presents an immediate risk of harm to themselves:

1. Notify the parent/guardian right away.
2. Isolate the student in a safe, supervised, and designated building location until help arrives.

Law Enforcement Rule: Administrators must always consult a PPS Discipline Coordinator before contacting law enforcement.

6. SUBSTANCE USE EXEMPTIONS

Self Disclosure Exemption: If a student approaches staff and asks for help with a substance use problem outside of an active investigation, they will not receive disciplinary consequences for possession or use for that incident. They will be sent home if under the influence and it will be marked as an absence rather than suspension.

Major Sexual Assault Exemption: A student who discloses a substance violation during the investigation of a Major Sexual Assault (as a complainant or support person) will not receive discipline for substance use connected to the incident.

Quick Reference Definitions

Substance: Mood-altering materials/facsimiles (nicotine, marijuana, alcohol, unprescribed or misused medications) [cite: 70, 76]. |

Paraphernalia: Equipment modified/intended for using, making, or concealing substances (vapes, pipes, needles, rolling papers) [cite: 72, 73]. |

Transfer: Socially sharing a substance with another student (vape in restroom, alcohol at an event) [cite: 79, 80]. |

Distribution: Advertising, selling, furnishing, or exchanging substances for gain, or possessing quantities too large for personal use [cite: 47].

Office of Student Services

Behavioral Safety Assessment

The Behavioral Safety Assessment System (BSAS) is a violence prevention resource designed to support school-based personnel in investigating, assessing, and managing situations where there are concerns about potential violence. Unlike zero-tolerance disciplinary approaches, the BSAS emphasizes a contextual, behavior-based process that evaluates relevant risk factors and focuses on early intervention to enhance safety.

Investigation

When a concern is raised, a team of school professionals gathers information to understand the situation fully. This may include speaking with the student involved, their parents or guardians, teachers, and others who can provide insight. The team may also review the student's past behavior and schoolwork to identify any patterns or causes for concern. The goal is to build a complete picture of what's going on.

Assessment

Once all relevant information is collected, the team uses a structured process to assess the level of risk.

This doesn't mean that every concern is dangerous, but the team looks carefully at the context to decide whether there is a real safety issue. Simply having a few warning signs isn't enough; the full situation is considered.

Management

If risk factors are identified, the team works closely with the student and their parent(s) and/or guardian(s) to create a plan that supports the student while enhancing safety. This might include increased supervision, counseling, academic support, or other services. In some cases, outside professionals may be involved if additional help is needed.

Our goal is always to keep students safe while helping them succeed both emotionally and academically. The Student Behavioral Safety Assessment process is just one way we work together with families to build a safe, caring, and inclusive school community.

Office of Student Services

Office of Civil Rights

Title IX: Student Rights and Protections

Title IX is a federal law that protects students from sex-based discrimination, including sexual harassment, in all school programs and activities.

Sexual harassment is unwelcome behavior based on sex, gender, or sexual orientation that is so severe, pervasive, and objectively offensive that it limits a student's ability to participate in or benefit from school.

If you experience harassment or discrimination, you have the right to:

- Report it to a trusted adult, school staff member, or the [Office for Civil Rights](#)
- Receive supportive measures (such as schedule changes, counseling, or nocontact agreements) without needing to file a formal complaint
- File a formal complaint to start an investigation
- Have a support person (such as an advisor) with you at meetings
- Request an informal resolution process (such as mediation or restorative practices) if both parties agree
- Be protected from retaliation for reporting

For full details, see PPS Administrative Directive 4.30.072-AD: www.pps.net/civilrights.

Title VI: Student Rights and Protections

Title VI of the Civil Rights Act of 1964 is a federal law that protects students from discrimination based on race, color, or national origin in all school programs and activities.

At PPS, we also follow Oregon law and district policy to protect students from discrimination and harassment based on:

- Race
- Color
- National origin
- Ethnicity
- Language
- Ancestry
- Actual or perceived religion or religious beliefs

This means students are protected from:

- Racial slurs, jokes, or stereotypes
- Discrimination in classroom assignments, discipline, or opportunities
- Harassment or bullying based on race, ethnicity, religion, or where their family comes from

If you experience discrimination, you have the right to:

- To be treated with dignity, respect, and fairness
- To learn in an environment free from racial, ethnic, or religious discrimination and harassment
- To receive supportive measures if needed
- To have access to a fair investigation if they file a complaint
- To be protected from retaliation for reporting concerns
- To have the option to seek an informal resolution when appropriate
- You have the right to be safe and respected at school.
- You have the right to speak up if something feels wrong.
- You have the right to a process that is clear, fair, and caring

For more details, see PPS Administrative Directive 4.30.070-AD: Nondiscrimination on the Basis of Race, Color, or National Origin (Title VI) & PPS Administrative Directive 4.30.066-AD: Bias Incidents and Hate Speech 40 Response and ORS 659.850: Oregon's Student Civil Rights Law.

Office of Student Services

Restorative justice

A philosophy that focuses on building, maintaining, and repairing relationships to support healthy and inclusive communities. It emphasizes accountability for harm and promotes equitable, culturally relevant education in schools.

Restorative practices are used across all tiers—Tier I for prevention and Tiers II and III for intervention—to foster accountability, strengthen relationships, address root causes of behavior, build resilience, and support conflict resolution and healing within the school community. The restorative practices include the following:

- **Affective Language:** Using language that helps develop empathy skills; Refers to the behavior, not the person.
- **Community Building Circles:** Build strengthened relationships by sharing, forming routines, and participating in joyful activities; Enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect and trust
- **Restorative Chat:** This is an immediate conversation that uses restorative questions to help the parties process the incident, strengthen their relationship, and reach a resolution.
- **Restorative Circle:** Builds and restores relationships through equal opportunity sharing and listening.
- **Restorative Conference:** Facilitated, formal process with those who have acknowledged causing harm meeting with those they have harmed; Seeking to understand each other's perspective, coming to agreements to repair the harm as much as possible and steps to move forward.
- **Re-Entry Circle:** After an incident of exclusionary discipline or a long absence, students are welcomed back to school with a re-entry circle. The student's family is included, and the group collaboratively creates a supportive re-entry plan that responds to the student's needs. Re-entry circles aim to welcome the student back to the school, restore any damaged relationships, and create an actionable plan for support.

Effective and consistent use of restorative practices can reduce disciplinary referrals, lower dropout/push-out rates, elevate school climate measures, increase attendance, and promote greater academic achievement.

Office of Student Services

Section 504 vs. IDEA

- Section 504 of the Rehabilitation Act (1973) – a civil rights law
- IDEA – Individuals with Disabilities Education Act (1975) – a special education law

Key Differences at a Glance

Section 504	IDEA (IEP)
Civil Rights Law	Special education law
Supports access through accommodations	Provides specially designed instruction + accommodations
For disabilities that impact major life activities	For qualifying disabilities that affect learning and school performance
504 Plan	Individualized Education Program (IEP)

Families Have Rights!

- Request an evaluation if you suspect your child has a disability
- Be part of the decision-making team
- Receive written notice of decisions
- Disagree with school decisions – and ask for a meeting, mediation, or due process
- Access plans and progress updates

What Families Should Know About Behavior and Discipline

If a student with a disability receives a suspension or disciplinary action that adds up to more than 10 school days, the school must hold a manifestation determination meeting. This is required by both Section 504 and IDEA. At this meeting, the team (including the family) must decide:

- Was the behavior caused by, or directly related to, the student's disability?

- Was the behavior a direct result of the district's failure to implement the student's 504 Plan or IEP?
- If the answer to either question is yes, the school may need to adjust the plan or take other steps instead of continuing with a suspension or expulsion. The goal is to support the student, not to punish them for behavior connected to their disability.

Need Help or Have Questions?

- Start with your school's 504 Coordinator or IEP Case Manager.
- Contact the school principal if you need more support.
- Learn more:
 - Section 504 <https://www.pps.net/Page/20647>
 - Special education <https://www.pps.net/special-education>
 - Complaints
 - <https://www.pps.net/conflictresolution>

Office of Student Services

Student Health Services

At Portland Public Schools (PPS), we believe health is fundamental to learning. Student Health Services partners with schools, families, healthcare providers, and community partners to help students access healthcare and stay healthy, in school, and ready to learn.

Health Services Available to Students

Depending on their school and community partners, students may have access to:

- School nursing services
- Vision and hearing screenings
- Dental screenings and sealants
- Immunizations and vaccination clinics
- Mental and behavioral health supports
- Oregon Health Plan (OHP) information and enrollment assistance
- Referrals to healthcare and community resources

School-Based Health Centers

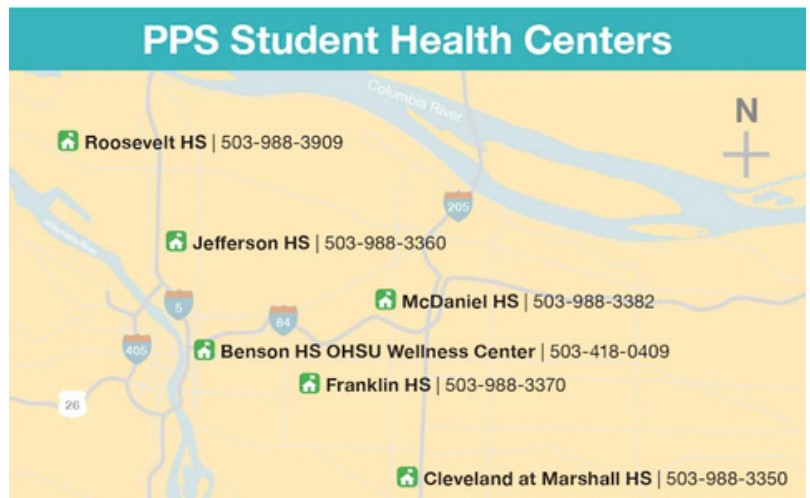
PPS has six School-Based Health Centers (SBHCs) that provide healthcare in school settings through healthcare partnerships.

Depending on the location, services may include:

- Primary and preventive care
- Illness and minor injury care
- Physical and sports exams
- Immunizations
- Mental and behavioral health services
- Reproductive and sexual health services
- Health education and referrals

Learn More

Visit the [PPS Student Health Services](#) webpage for information about School-Based Health Centers, immunizations, vision and dental health, illness guidance, and healthcare resources.



PPS students may access SBHC services regardless of their school, subject to each center's eligibility and availability. Services, hours, and eligibility vary by location.

Healthcare Rights & Confidentiality

Oregon law gives young people specific rights to consent to certain healthcare services and, in some circumstances, receive care confidentially. These rights vary by age and type of service. Students and families can ask their healthcare provider about consent and confidentiality.

Office of Student Services

When to Keep Your Child Home

Families can help prevent the spread of illness by keeping students home when they are sick, practicing good hand hygiene, covering coughs and sneezes, and keeping vaccinations up to date.

Use the [PPS Symptom-Based Exclusion Chart](#) to help determine when your child should stay home from school and when they may return.

Immunizations & School Requirements

Oregon law requires students attending public schools to show proof of required immunizations or a valid exemption to remain enrolled. Families should provide updated immunization records to their school when their student receives new vaccinations.

If you need help understanding immunization requirements or accessing vaccines, contact your school or healthcare provider.

PLEASE KEEP STUDENTS WITH SYMPTOMS OUT OF SCHOOL

This list is school instructions, not medical advice. Please contact your health care provider with health concerns.

SYMPTOMS OF ILLNESS	THE STUDENT MAY RETURN AFTER...
 Fever: temperature of 100.4°F (38°C) or greater	*Fever-free for 24 hours without taking fever-reducing medicine. *The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.
 New cough illness	*Symptoms improving for 24 hours (no cough or cough is well-controlled).
 New difficulty breathing	*Symptoms improving for 24 hours (breathing comfortably). <i>Urgent medical care may be needed.</i>
 Diarrhea: 3 loose or watery stools in a day OR not able to control bowel movements	*Symptoms improving for 24 hours (no more than two bowel movements more than normal and no longer having accidents) with orders from doctor to school nurse.
 Vomiting: two or more episodes that are unexplained	*Symptom-free for 24 hours OR with orders from doctor to school nurse.
 Headache with stiff neck and fever	*Symptom-free OR with orders from doctor to school nurse. Follow fever instructions above. → <i>Urgent medical care may be needed.</i>
Skin rash or open sores	*Symptom free , which means rash is gone OR sores are dry or can be completely covered by a bandage OR with orders from doctor to school nurse.
Red eyes with colored drainage	*Symptom-free , which means redness and drainage are gone OR with orders from doctor to school nurse.
Jaundice: new yellow color in eyes or skin	*After the school has orders from doctor or local public health authority to school nurse.
Acting differently without a reason: unusually sleepy, grumpy, or confused.	*Symptom-free , which means return to normal behavior OR with orders from doctor to school nurse.
Major health event , like an illness lasting 2 or more weeks OR a hospital stay, OR health condition requires more care than school staff can safely provide.	*After the school has orders from doctor to school nurse AND after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.

Office of Student Services

Substance Use Support for Students & Families

Portland Public Schools offers a continuum of substance use prevention and support. Including access to CADC's (Certified Alcohol and Drug Counselors) for students in 6th-12th grade and on-going prevention programming. Our team offers:

- Individual support and counseling around decision making, psychoeducation on substances, and the impact they have.
- Counseling that is assigned as a response to a discipline violation.
- Consultation with students, families, and staff that is informational or focused on helping students and families connect with substance use treatment.
- Individualized supports for substance-related discipline.
- Outreach and engagement of students when staff have concerns about potential substance use.
- Ongoing support when students are returning to school after substance use treatment.
- Support groups and educational events for students and families.

The Insight Program

The Insight Program is a three-session (6-hour) educational program for students in grades 6–12. It's designed to support students who have had low-level substance-related discipline issues, or for students and families who simply want to learn more about:

- Substance use and its effects
- Teen brain development
- Healthy communication strategies

Who may attend Insight

- Students may be referred by school staff for disciplinary reasons.
- Families may also voluntarily choose to participate in learning and support.
- A parent, guardian, or caring adult is expected to attend all three sessions with the student, whether the student was referred or joined voluntarily.

To get the most out of the program, students are expected to:

- Have their camera on during each class session
- Log in 5 minutes early and stay for the full 2-hour session
- Participate in a respectful and positive way
- Treat themselves and others with respect
- Not use alcohol, tobacco, substances, or vape products during class
- Attend all three sessions (A, B, and C) - you can take them in any order
- Let your school contact know if you need to miss a class.
- if you were referred due to a school incident, you are required to make satisfactory progress toward completing Insight within 28 days.

Office of Student Services

Suicide Prevention and Intervention

Portland Public Schools is committed to the safety, mental health, and overall well-being of every student. We recognize that students may face challenges that affect their emotional wellness, and we are dedicated to ensuring that every student feels supported, safe, and connected.

Our Commitment

At PPS, we believe suicide is preventable. We approach all concerns about suicide or self-harm with care, urgency, and compassion. Our protocols prioritize student safety and connection to support, not discipline.

Screening and Support

When a student expresses suicidal thoughts or shows signs of emotional distress, a trained mental health professional, such as a school counselor, school psychologist, QMHP, or social worker, will conduct a suicide screening according to protocol. This screening helps determine the level of concern and plan the next steps for support and safety. Parents/guardians will be contacted when any screening is completed. Our staff will work in partnership with families and, when appropriate, assist in connecting students to in-school services or community mental health providers.

Confidentiality

While we protect student privacy, we are also required by law and ethics to act when there are concerns about safety. Information will be shared only with those who need to know to keep the student safe.

Staff Training and Student Education

All PPS staff receive annual training on how to recognize warning signs of suicide, how to respond appropriately, and how to refer students for help. PPS also offers age-appropriate mental health education to students that includes topics such as emotional regulation, healthy relationships, and how to seek help for themselves or a peer.

Crisis Response

If a student is determined to be at high risk, PPS staff will ensure the student is not left alone and will immediately follow District emergency response protocols, including notifying parents/guardians and involving emergency services if needed. No student will ever be punished for expressing mental health concerns.

Office of Accountability and Equity

We're Here for Every Student and Family

At the Office of Equity and Accountability, we believe students and families deserve support as whole beings. We are committed to authentic engagement that reflects the lived experiences, cultures, and identities of the people we serve.

Through transparent data, community collaboration, and a focus on equity, we:

- Connect students and families with essential resources
- Address systemic barriers in education.
- Uphold students' Civil Rights.
- Advocate when those rights are unmet.

We are here to listen, support, and act on behalf of our community. Reach out to us anytime, we're here for you.

- Culturally Specific Community Partnerships
- LGBTQ2SIA+ Resources and Supports
- Professional Learning
- Student & Family Engagement
- Civil Rights Concerns & Advocacy
- Transparent Student & School Data
- Childcare Access
- Family Cultural Bridge Makers
- SUN School Resources & Programming
- Affinity Groups for Students & Staff

Office of Accountability and Equity

LGBTQIAS2+ Supports

1. Everyone Belongs

Our schools want everyone—students and staff—to feel safe and welcome, no matter who they are. That includes transgender, nonbinary, and gender-expansive students. No one should be bullied, left out, or treated unfairly because of their gender identity or expression.

2. What Does “Gender Identity” Mean?

- Gender identity is how someone feels inside, like a boy, girl, both, neither, or something else.
- Gender expression is how people show their gender through clothes, hairstyle, or name.
- Everyone gets to say who they are. No one else decides that for them.

3. Respecting Names and Pronouns

- All students have a right to go by the name and pronouns that align with their identity.
- You do not have to make changes in Synergy to have your name and pronouns respected.
- If someone continues to misgender you or deadname you, get help from a trusted adult to file a complaint.

4. Privacy and Safety

- Your gender identity is private. You decide who knows.
- Teachers and staff will only share this information if it’s important for your safety or learning.
- Schools must protect your information and keep it confidential, just like other private information.

5. Bathrooms and Locker Rooms

- You can use the restroom or locker room that matches your gender identity.
- No one can force you to use a different bathroom.
- If you want more privacy, you can use a private or all-gender restroom—but it should be your choice, not something you’re forced to do.
- For PE, you don’t have to change clothes if it makes you uncomfortable, as long as you’re wearing appropriate shoes.

6. Sports and Activities

- You can join sports and school activities that match your gender identity.
- If you are told otherwise, reach out to the Office for Civil Rights.

Office of Accountability and Equity

LGBTQIAS2+ Supports

7. School Trips (like overnight trips)

- You can sleep in rooms that match your gender identity.
- You'll get a chance to talk about what you need to feel comfortable and safe.
- Your parents or guardians will usually be involved—unless there's a reason not to for your safety.

8. Dress Code

- You can dress in a way that fits your gender identity.
- All students must follow the dress code, which applies fairly to everyone, regardless of gender.

9. What if Someone is Mean or Hurtful?

- Bullying, harassment, or discrimination (online or in person) based on someone's gender identity is not allowed.
- You or someone else can report it to a trusted adult, counselor, or your school's administrative team.
- Staff must take reports seriously and act right away to protect you.

10. Learning and Inclusion

- Your school will include stories, people, and lessons that reflect LGBTQ2SIA+ identities.
- You can't be pulled out of these lessons; learning about and respecting everyone is part of your education.

If you ever need help or have questions, you can:

- Talk to a trusted adult (like a counselor, teacher, or coach)
- Reach out to the school office or your school counselor, social worker, or other supportive staff.

Office of Accountability and Equity

McKinney-Vento Homeless Program

The **McKinney-Vento Act for the Education of Houseless Children and Youth** ensures that students experiencing homelessness have the right to a free, appropriate public education (FAPE), even if they lack a fixed, regular, and adequate nighttime residence. The Act encourages schools to keep students in their school of origin, the school they were attending before becoming unhoused, to support stability and stronger educational outcomes, unless it is not in the student's best interest.

All eligible students have the right to:

- Enroll in school immediately, even without the documents typically required.
- Attend classes while the school gathers necessary records.
- Stay at their school of origin or enroll in the local school.
- Receive transportation to and from their school of origin.
- Access educational services equal to those of other students.

For unaccompanied youth (UY) students not living with a parent or legal guardian, have the right to enroll themselves in school without delay. A McKinney-Vento Student Success Advocate (SSA) can help connect the student with a trusted adult, who can be added to school records using a [Caregiver Authorization Form](#). In some situations, the student may be solely responsible for getting to and from school. If needed, a designated adult can excuse absences, or if none is available, the student may excuse themselves. Absences related to homelessness should not be counted against students. To learn more about student [rights and protections](#) under the McKinney-Vento Act, please visit: <https://www.pps.net/departments/mckinney-vento/mckinney-vento-home>.

For support or questions, contact your school's designated McKinney-Vento Student Success Advocate, call the main message line at **503-916-5770**, or email **pps-mckinney-vento@pps.net**.

Office of Accountability and Equity

Title VI Indian Education Program

The purpose of the **Portland Public Schools Title VI Indian Education Program** is to improve the academic success of American Indian/Alaska Natives through supplemental services that support the culturally related learning needs of program enrolled students and families.

PPS's Title VI Project is focused on three major areas:

- Improved academic achievement
- Increased student retention
- Increased Native cultural awareness/connections

**Students enrolled in Indian Education will have an alert activated in Synergy*

Why Type of Support Does the Title VI Indian Education Program Provide?

All Indian education enrolled students are invited to receive/participate:

- Basic School Supplies
- Student/Family Fun/Culture Nights to students to increase cultural awareness/connection
- School-based student groups
- Honor Day Celebrations (graduation/promotion recognition)
- Summer Programming

Additional targeted supports for some students may include:

- Student/Family Advocacy
- Connecting students to additional support when needed
- Based upon attendance, behavior, and achievement data providing additional supports when appropriate
- Indian Education student success advocates can attend MTSS, IEP, Discipline and others meetings when appropriate
- Tutoring/Academic support

Supporting Indian Education students during the discipline process

If families feel it would be supportive to have an Indian Education staff member attend a discipline hearing in a supportive role our program staff would be happy to attend. This request should be done in collaboration and with permission from the parent/caregiver.

For support or questions, contact your school's designated Indian Education Student Success Advocate listed [here](#), call the Indian education office at **503-916-6499**, or email **indianeducation@pps.net**.

Office of Accountability and Equity

Transformative Social and Emotional Learning (TSEL)

is a lever for racial equity, rooted in identity, agency, and belonging. TSEL is about helping children and adults grow in ways that support both their emotional and intellectual development. Through TSEL, students learn how to:

- Understand and manage their feelings
- Build confidence and a strong sense of self
- Set and reach personal and group goals
- Show care and kindness for others
- Build healthy friendships and relationships
- Make thoughtful, respectful, and caring choices

TSEL is not just something that happens only in the classroom. It involves collaborating with families and the community to create safe, welcoming, and respectful schools where everyone feels a sense of belonging. TSEL helps make sure every student has an equal opportunity to learn, grow, and succeed. It gives young people and adults the tools to build better schools and stronger, more caring communities.





Portland Interscholastic League (PIL)

Athletics Mission

At our high schools, athletics is about more than just winning games—it's about growing as a person, a teammate, and a leader. Our mission is to encourage everyone to get involved and to show respect, teamwork, and sportsmanship both on and off the field. Whether you're new to a sport or have been playing for years, we want you to feel valued, supported, and included. Through sports, you'll build skills that go way beyond athletics—like self-discipline, perseverance, and confidence. These experiences help you stay focused on your academic goals, balance responsibilities, and develop strong habits that will help you throughout life.

We believe in giving every student-athlete:

- The chance to participate and grow,
- Positive recognition for your efforts, and
- Opportunities to learn, lead, and challenge

Portland Interscholastic League Youth Sports (PILYSP) is the sports program for 6th–8th grade students in Portland Public Schools. Our teams are organized by high school clusters, which means you'll play for the team connected to the high school in your neighborhood.

What sports does PIL Athletics offer?

High School Sports (OSAA Sanctioned)

Fall Sports:

- Football
- Cross Country
- Cheer/Dance
- Volleyball
- Soccer

Winter Sports:

- Boys Basketball
- Girls Basketball
- Wrestling
- Swimming

Spring Sports:

- Track and Field
- Tennis
- Golf
- Softball
- Baseball

Middle School (Youth) Sports

Fall Sports:

- Football
- Cross Country
- Volleyball

Winter Sports:

- Boys Basketball
- Girls Basketball
- Wrestling

Spring Sports:

- Track and Field



Portland Interscholastic League (PIL)

What Do You Need to Play High School or Youth PIL Sports?

Before you can play, you'll need to be cleared for participation. That means turning in:

1. **A current sports physical** (must be up-to-date)
2. **Registration is now electronic** (For High school, visit your school's athletics page; for Middle School, visit <https://www.pilsports.org/> and select the appropriate cluster mascot to register your student). Before you sign up for a sport, be sure to check which cluster you're in by using the Boundary Map!
3. **Paid participation fee** (ask your school about cost or available fee waivers)

Student Clubs and Affinity Groups

Clubs are a great way for students to explore interests, build friendships, and get involved in school life. A club is a group of students who meet regularly around a shared interest or goal. Every club must be open to all students and supervised by an adult approved by the principal. If a club meets before or after school, families are responsible for providing transportation for their student. We encourage all students to participate in school activities that help create a positive and welcoming environment. Students are also invited to share their ideas, talk with teachers and the principal about school issues, and help make decisions that affect our school community. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Affinity groups are "clubs organized in any area which may offer valuable experiences supplementary to educational programs..." Examples of affinity groups in PPS include:

- Asian Pacific Islander Student Union
- Black Student Union
- GSA/SAGA/QS
- MECha

(Section II - 1-3) **Basic Requirements of Student Clubs**

1. **Non-Discrimination.** All student clubs shall operate according to democratic procedures and shall not discriminate on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.
2. **Freedom of Assembly.** Students may meet on school premises to express and espouse views in the exercise of their right of free expression under the Board Policy on freedom of expression on school premises. Board Policy 4.40.070-
3. **Equal Access.** The Equal Access Act, 20 USC § 4071, requires that public secondary schools grant equal access to student clubs wishing to meet for religious, political or philosophical purposes if the school allows other types of non-curriculum related student clubs to meet on school premises during non-instructional times. The District shall comply with the Equal Access Act and all laws that impact student clubs. All student clubs shall have the same opportunity to use school facilities regardless of religious, political, philosophical, or other content of the speech at such meetings.

Student Clubs and Affinity Groups

(Section III - 2-4) **Recognition of Student Clubs 1.**

1. Application Review

- The principal or designee shall review the application and other such information as considered appropriate and shall approve or disapprove the club's application for recognition. Recognition may be denied at the discretion of the principal for a variety of reasons, including but not limited to an inappropriate club. •
- Recognition may be denied at the discretion of the principal for a variety of reasons, including but not limited to an inappropriate club purpose, as long as the denial is not for an unlawful reason.

2. Failure to Receive Recognition

- Any school club which fails to receive principal recognition shall disband within a 48 - hour period after receiving notice from the principal.

3. Appeal to the Senior Director

- The applicant may appeal the principal's decision in writing to the Area Director within ten calendar days after receipt of the principal's decision. The written appeal shall state the reasons for the appeal and shall include copies of the application and the principal's decision. The Senior Director of School (SDS) shall issue a decision within 14 calendar days of receipt of an appropriate appeal application. The decision of the SDS is final.

How to Use the SafeOregon Tipline



1 WHAT SHOULD I REPORT?

If you see or hear something that makes you worry a classmate may get hurt (or hurt someone) but you're not sure who to tell, you can report it to SafeOregon. Confidential or anonymous tips can be sent in by phone, text, email, mobile app or on the SafeOregon webpage. *NOTE: This tip line is not for emergencies! If you need immediate help, dial 9-1-1.*

2 WHO ANSWERS MY CALL?

A specially trained call taker will receive the tip, 24 hours a day/ 7 day a week. Even on weekends, holidays, and school breaks! Provide as much information as possible to the call takers. You can even include a photo or video!

3 WHERE DOES A TIP STOP?

The call taker sends the information to specially chosen staff at your school. If the tip is serious, law enforcement may be called. Don't worry, staff who receive the tip care about protecting your identity!

4 WHAT HAPPENS NEXT?

The school (and/or law enforcement) will determine what to do with the information. Thanks to you, the information is in the hands of those who are trained to respond to these situations.

TOGETHER, WE MAKE SCHOOLS AND STUDENTS SAFER.



REPORT A TIP

ONLINE

safeoregon.com

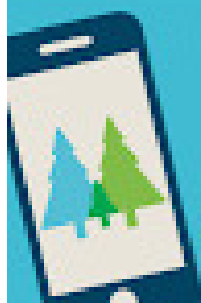
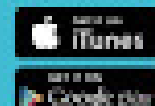
EMAIL

tip@safeoregon.com

CALL OR TEXT

844-4-SAFE-OR
(844-472-3367)

APP





Always Connected. Never Alone.

Every student in Portland is connected, to each other, to your school, and our community. Whether you need a listening ear, somewhere to sleep, a hot meal, or a doctor, we can help.

Resources:



Do you struggle with suicidal thoughts? Access a national hotline to talk with someone immediately. **Text or call 988.**



Are you LGBTQIA+ and struggle with suicidal thoughts? **Text The Trevor Line 678678.**



Reach out for help to get access to shelter, food, and medical care today. **Text or call 211.**



Are you concerned someone might be hurting themselves or others (including bullying and acts of discrimination)? **Text or call SafeOregon anonymously: 844-472-3367.**



Do you experience racial discrimination or oppression? **Call the Racial Equity Support Line staffed by and for people of color: 503-575-3764.**



Scan here for more youth centered resources or go to:
trivory.com/pps/youth-resources



Reporting Child Abuse in Oregon



Everyone plays a role in preventing child abuse. Whether you are a mandatory reporter or a member of the public, you can help keep children safe in the community.

Knowing the signs and definitions of child abuse is a good first step. But when do you report — and when is it better to provide help to a family in need?

Child abuse defined

For all children under age 18 abuse includes:

- Neglect
- Physical Abuse
- Mental Injury
- Sexual Abuse
- Threat of Harm

When under the age of 21 and residing in or receiving services from a licensed or certified home or facility*, abuse includes the types described above and the following:

- Willful infliction of pain
- Abandonment • Verbal abuse
- Financial exploitation
- Wrongful use of restraint
- Involuntary seclusion

Deciding when to call

Our brains are wired to find patterns and make quick decisions. This can cause “implicit bias,” making assumptions without all the facts. Being aware of your bias can improve your decision-making and widen your perspective.

Before deciding to report to the Oregon Child Abuse Hotline, ask yourself, “Would I have the same level of concern if the child or family were of a similar race, gender, gender identity, sexual orientation, income, culture or religion as me?” If it were a different child or family, would the facts give reasonable cause to believe there is abuse?



When a family needs support, not a report, connect them with services in their community.



***Includes child-caring agency or proctor foster home, a certified foster/resource home or respite provider, or a developmental disabilities residential facility.**



When you have reasonable cause to believe there is abuse, be prepared to provide the following (if known) to a screener at the Oregon Child Abuse Hotline:

- Name, date of birth or age, and location for all adults and children involved.
- A description of the suspected abuse, including whether the child has current injuries.
- Detailed observations and statements made by the child or others.
- If applicable, a description of the child's unique needs.
- Information related to family functioning, resources and supports.
- Contact information, addresses, or other means to locate the individuals of concern.
- Race, ethnicity and language spoken by the child and family.
- Whether the child or family identify American Indian or Alaska Native heritage.

Confidentiality and you

- Oregon law protects the identity of the person making a report. Only Child Welfare staff and law enforcement may access the confidential reporter's information. In very few cases, court involvement may be required, and the reporter may be called as a witness.
- Mandatory reporters are required to identify themselves when calling the hotline. The hotline screener will ask for the mandatory reporter's name, contact information and date of birth.
- Do not ask someone else to make the report for you. Contact the Oregon Child Abuse Hotline if you suspect child abuse.

Learn more about child abuse reporting



[Visit the Mandatory Reporting of Child Abuse web page.](#)



[Visit the 211info web page for housing, funding, food and other resources](#), or call 211.



[Visit the Prevention Resources/Child Safety web page.](#)



[Take the Implicit Association Test \(IAT\) developed by Harvard to learn more about bias.](#)

Oregon Child Welfare Screening and Child Protective Services (CPS) Process Map

Step 1

Suspect child abuse? Call the Oregon Child Abuse Hotline at 1-855-503-7233 (SAFE).

Step 2

Screener collects information and determines if the information requires documentation.

- When the incident involves certain settings, such as schools or residential facilities, it is forwarded to the ODHS Office of Training, Investigation and Safety (OTIS).

The information gathered from the screener will prompt them to cross report to law enforcement and proceed to either step 3 or step 4.

Step 3

Reported information does not include an allegation of child abuse and is documented and "closed at screening."

Step 4

Reported information meets the definition of child abuse and is assigned for Child Protective Services (CPS) Assessment.

CPS worker conducts a Safety Assessment over the next 60 days.

- The CPS worker may contact the reporter for additional information. The reporter may also contact the worker directly.

At the end of the Safety Assessment, it receives one of the following disposition outcomes.

- **Founded** - There is reasonable cause to believe abuse occurred.
- **Unfounded** - No evidence abuse occurred.
- **Unable to determine** - Insufficient evidence to indicate abuse occurred.

At the end of the Safety Assessment, the children's safety results in proceeding to either step 6 or step 7.

At either result, the reporter is notified of the outcome of the assessment and whether services were offered to the family.

Step 6

If it is determined that the child is safe, the assessment is closed.

Step 7

If it is determined that the child is unsafe, either an in-home or out-of home safety plan is developed with the family.

- The family will be referred to services. Court involvement also may be necessary.

You can get this document in other languages, large print, braille or a format you prefer free of charge.

Contact the Oregon Child Abuse Hotline at Feedback.OregonChildAbuseHotline@odhsoha.oregon.gov or 1-855-503-7233 (voice/ te3x2t). We accept all relay calls.

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



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504 Coordinator: section504@pps.net, 503-916-3337

ADA Coordinator: Jey Buno, jbuno@pps.net, 503-916-3360

Title IX Program Contact: Jeffrey Wiser, jwiser@pps.net, 503-577-8095

[Accessibility Statement](#)

[Conflict/Complaint Resolution Process](#)

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