

Beaumont Middle School

Walkout for gun legislation and school  
safety

March 14, 10:00-10:17 a.m.

The color for this national demonstration is  
orange!

- Parents: check in at main office for visitor sticker around 9:40 a.m., report to your child's 1st period class.
- Walk out at 9:55 a.m. with signs only, using fire drill exits. Walk as a class, clockwise around Beaumont (see map).
- At 10:17 a.m., return to 1st period to get binders, then report to 2nd period class.
- Students choosing not to participate may report to the cafeteria.

**Family Poster Making Event:**

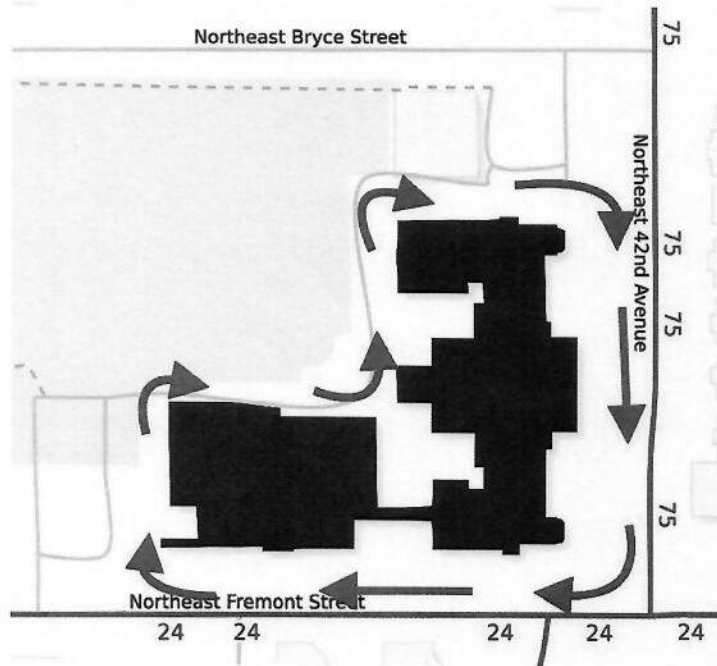
**Monday March 12, 4:00-6:00 p.m.**

**Beaumont Cafeteria**

**Bring any poster supplies you can donate.**

**See you there!**

**March route (staying close to the school building, and on sidewalks):**



Teacher contacts:

- Anabel Muñana: amunana@pps.net
- Kirsten Parrott: kparrott@pps.net
- Valerie Turner: vturner@pps.net

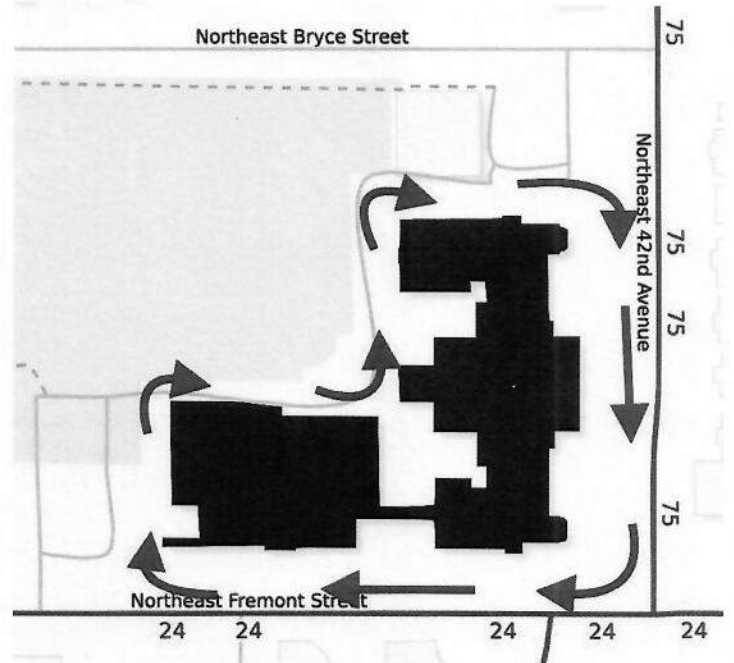
Parent contact for poster making night:

- Stéphanie Wahab: [REDACTED]

**More about this national event can be found at:**

[https://www.actionnetwork.org/event\\_campaigns/enough-national-school-walkout](https://www.actionnetwork.org/event_campaigns/enough-national-school-walkout)

**March route (staying close to the school building, and on sidewalks):**



Teacher contacts:

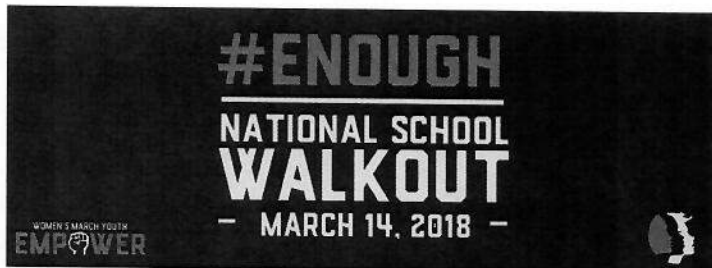
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Escuela Secundaria de Beaumont

- Huelga para legislación sobre armas y seguridad de escuelas
- El 14 de marzo, 10:00-10:17 a.m.
- El color para esta demostración es anaranjado!

- Padres: Llegar a las 9:40 a.m. y obtener una etiqueta de visitante de la oficina. Despues, reportar al primer periodo de su hijo/a.
- Huelga empieza a las 9:55 a.m. solo con letreros. Usar salidas de nuestro "Fire Drill". Camina como UNA clase, alrededor de Beaumont (Ver Mapa).
- A 10:17 a.m., regresa a primer periodo para agarrar materiales y luego reportar a el segundo periodo del estudiante.
- Estudiantes que no participen estarán en la cafetería, trabajando en otras materias.

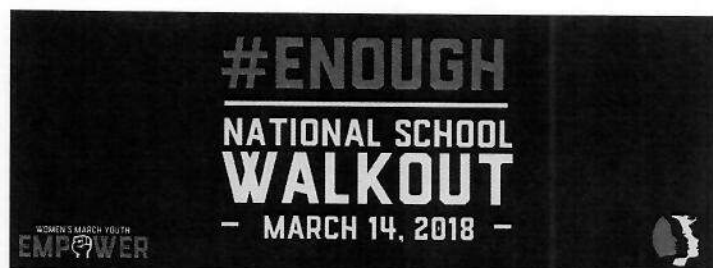
**Evento de Letreros:**

**lunes el 12 de marzo, 4:00-6:00 p.m.**

**Cafetería de Beaumont**

**Traiga cualquier material de póster que pueda donar.**

**¡Nos vemos allí!**



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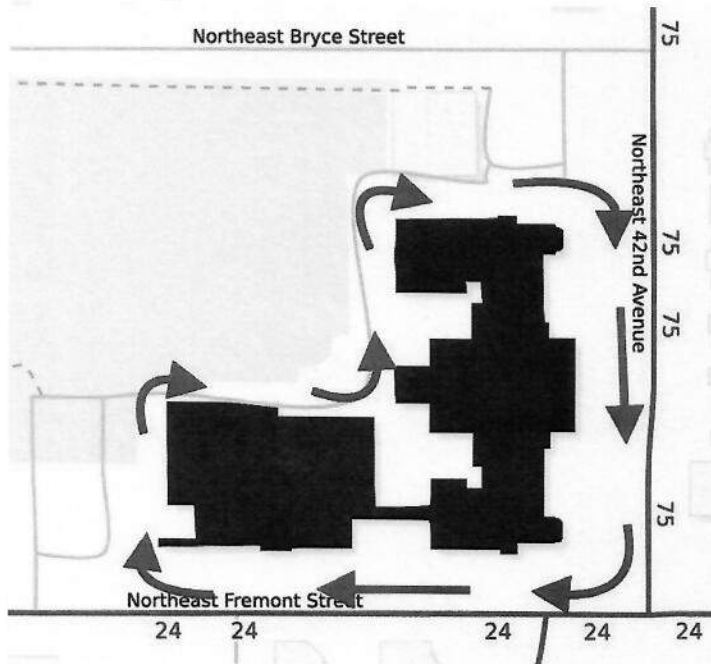
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**Cafetería de Beaumont**

**Traiga cualquier material de póster que pueda donar.**

**¡Nos vemos allí!**

Ruta (permaneciendo cerca del edificio de la escuela, y en las aceras):



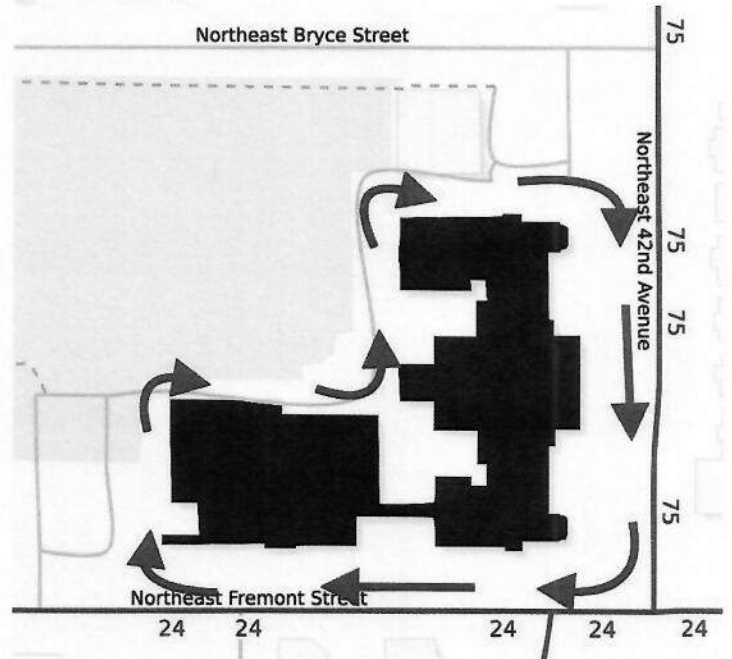
**Información de contacto:**

- Anabel Muñana: [amunana@pps.net](mailto:amunana@pps.net)
- Kirsten Parrott: [kparrott@pps.net](mailto:kparrott@pps.net)
- Valerie Turner: [vturner@pps.net](mailto:vturner@pps.net)
- Stéphanie Wahab: [REDACTED]

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## Host Guidelines - ENOUGH: National School Walkout

Thank you for your interest in organizing an action for ENOUGH: National School Walkout! Adding your event to this map allows other students, teachers, administrators, parents and allies to join you or support. Here is some information, and we will be adding a toolkit in the next couple days to help you plan:

A mass school walkout, led by youth, to protest Congress' inaction to do more than tweet thoughts and prayers after school shootings. We need action. We demand Congress pass sensible legislation that would help keep us and our loved ones safe from gun violence at school, and beyond. Since Sandy Hook there have been over 200 school shootings resulting in over 400 people shot since sandy hook.

Students and staff have the right to teach and learn in an environment free from the worry of being gunned down in their classrooms. Parents have the right to send their kids to school in the mornings and see them home alive at the end of the day.

We must demand our elected officials do the job they were elected to do — keep us safe. Congress needs to do more than tweet thoughts and prayers after school shootings. They must take meaningful action to pass sensible federal gun reform legislation that will greatly reduce school shootings and save the lives of students and teachers.

All actions must be inclusive & non-violent, and uphold the Women's March Unity Principles.

### DEMAND CONGRESS TO...

- + Ban Assault Weapons Ban and High Capacity Magazines
- + Expand Background Checks to All Gun Sales
- + Pass Federal Gun Violence Restraining Order Law
- + Fund government research on gun violence

- + Promote Safe Storage

### Some ideas for your youth-led action:

- + Wear all orange (color for movement) to show solidarity
- + Walk-Out on same day at same time across all time zones for a designated amount of time : 17 minutes for 17 students killed in Parkland, FL 10am ET, 10amCT, 10amMT, 10amPT
- + Students can walk outside of their school or walk out the classroom into a hallway
- + Encourage schools to host an assembly discussing the issue of gun violence before/after walk-out
- + Students can host sign-making get-togethers for the walk-out.
- + Write letters to Congress urging them to take action to keep schools safe.

**U.S. Senator Ron Wyden**

@RonWyden; <https://www.wyden.senate.gov>

911 NE 11<sup>th</sup> Ave., Ste 630, Portland OR 97232

**U.S. Senator Jeff Merkley**

@SenJeffMerkley; <https://www.merkley.senate.gov>

121 SW Salmon St., Ste 1400, Portland OR 97204

**District 3 - Earl Blumenauer U.S. Representative**

<https://blumenauer.house.gov>

**Portland:** 911 NE 11th Ave., Suite 200, Portland OR 97232

**Oregon Senator Lew Frederick**

District: 22

900 Court St NE, S-419 Salem, OR, 97301

Sen.LewFrederick@oregonlegislature.gov

<http://www.oregonlegislature.gov/frederick>

**Oregon Senator Michael Dembrow**

District: 23

900 Court St NE, S-407 Salem, OR, 97301

Sen.MichaelDembrow@oregonlegislature.gov

<http://www.oregonlegislature.gov/dembrow>

**Oregon Representative Barbara Smith Warner**

District: 45

900 Court St NE, H-275 Salem, OR, 97301

rep.barbarasmithwarner@oregonlegislature.gov

<http://www.oregonlegislature.gov/smithwarner>

**Oregon Representative Tawna D. Sanchez**

District: 43

900 Court St NE, H-273 Salem, OR, 97301

Rep.TawnaSanchez@oregonlegislature.gov

<http://www.oregonlegislature.gov/sanchez>

**Marjory Stoneman Douglas High School**

**5901 NW Pine Island Road**

**Parkland, FL 33076**

## Sandy Hook Promise

<https://www.sandyhookpromise.org/>

Prevent gun-related deaths due to crime, suicide and accidental discharge so that no other parent experiences the senseless, horrific loss of their child.

1. Promise Leader
2. Spread the message
3. Know the sign

## Everytown movement

<https://everytown.org/>

Everytown is a movement of Americans working together to end gun violence and build safer communities. Gun violence touches every town in America. For too long, change has been thwarted by the Washington gun lobby and by leaders who refuse to take common-sense steps that will save lives.

feel free to call: 646-324-8250

## Youth Activism Project

<http://youthactivismproject.org/what-we-do/>

Promote and support youth-led campaigns in America and around the world that seek impactful solutions to the world's most pressing problems.

Produce multimedia resources that build organizing and leadership skills in order to train young people to be influential change agents.

Create a pipeline for lifelong local and global civic leadership guided by mentorship and sustained involvement from previous participants.

PO Box 422, Kensington, MD 20895 USA

Direct or Text: [301-785-1702](tel:301-785-1702)

Email: [wendy@youthactivismproject.org](mailto:wendy@youthactivismproject.org)

Nonprofit Tax ID: 75-3163810

## Oregon Girls Lead

<http://oregongirlslead.com/gals-summit/>

Center for Women's Leadership

Through dedicated research, education and skill training, the Center for Women's Leadership empowers women in Oregon to embrace their voice, lead confidently, and change the narrative of women in leadership. The Center runs the Girls: Oregon, Action, Leadership, Service program. The YWCA of Greater Portland and Girls Inc of the Pacific NW are co-conveners.



## The Next Leadership Summit

The 4th Annual Leadership Summit will on Wednesday, April 25, 2018 from 8:30AM – 2:00PM! Check In starts at 8:00AM. The Summit will take place in the Portland State University Viking Pavilion. If you have questions, please contact 503.725.2895.

### Office Location:

Urban Center Building

506 SW Mill Street

Room 665

Portland, Oregon 97201, Office: 503-725-5122, Fax: 503-725-8444

Email: [cwlinfo@pdx.edu](mailto:cwlinfo@pdx.edu)

## Yea Camp for Teens

<http://yeacamp.org/>

**YEA Camp** was started by long-time activist and educator Nora Kramer, who recognized that when young people start looking around and learning about the problems in our world, they really want to do something to help.

Youth Empowered Action Camp is a life-changing camp for world-changing teens

**West Coast Camp : Idyllwild, CA August 4-11, 2018**

call at 415-710-7351.

## Hands On Portland

[https://www.handsonportland.org/Teen\\_Volunteering](https://www.handsonportland.org/Teen_Volunteering)

[info@handsonportland.org](mailto:info@handsonportland.org)

### Options for volunteering for Teens:

- [Hot Spots to Volunteer](#)
- [Become a Volunteer Leader](#)
- [Easy Ways to Volunteer on your own or with friends](#)

## Marches to show Support

### March for Our Lives

**Saturday, March 24, 2018 from 10am–noon** [Tom McCall Waterfront Park, Portland](#)



**From:** Sara Outcalt  
**To:** Daniel Campbell; Keri Black; Molly Heywood  
**Subject:** lesson plans  
**Date:** Thursday, March 22, 2018 6:19:39 PM

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Hi Everyone,

I hope all is well over there! How's it going with [REDACTED] application? I still want to read [REDACTED] email, Dan! Here are some March for our Lives resources to help lead the discussion tomorrow. If it is discussed on the Daily Moth, that would be great resource too. I couldn't find anything in ASL, but maybe something will be talked about tomorrow. Thank you for adapting to last minute plans! I totally forgot about this and the fact that [REDACTED] is going, makes it all even more relevant. Have a great break!

<https://marchforourlives.com>

<https://www.vox.com/2018/3/19/17139654/march-for-our-lives-dc-march-24-protest>

<<https://www.vox.com/2018/3/19/17139654/march-for-our-lives-dc-march-24-protest>>  
The March for Our Lives, explained <<https://www.vox.com/2018/3/19/17139654/march-for-our-lives-dc-march-24-protest>>  
[www.vox.com](https://www.vox.com)

Activists will lead rallies in Washington, DC, and hundreds of cities across the United States.

[https://amplifier.org/march-for-our-lives/?utm\\_source=Amplifier+Updates&utm\\_campaign=56c1225878-EMAIL\\_CAMPAIGN\\_2018\\_03\\_09&utm\\_medium=email&utm\\_term=0\\_33d0fa3951-56c1225878-527901345&mc\\_cid=56c1225878&mc\\_eid=40c8508cda](https://amplifier.org/march-for-our-lives/?utm_source=Amplifier+Updates&utm_campaign=56c1225878-EMAIL_CAMPAIGN_2018_03_09&utm_medium=email&utm_term=0_33d0fa3951-56c1225878-527901345&mc_cid=56c1225878&mc_eid=40c8508cda)

**From:** Ian Camp  
**To:** Sara Camp  
**Subject:** Re: letter writing materials  
**Date:** Tuesday, March 13, 2018 3:41:13 PM  
**Attachments:** HOW TO WRITE A LETTER TO AN ELECTED OFFICIAL.docx

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**From:** Sara Camp <sara\_camp@ddouglas.k12.or.us>  
**Sent:** Tuesday, March 13, 2018 3:31:46 PM  
**To:** Ian Camp  
**Subject:** Re: letter writing materials

I can't see the link. Can you tell me what it's called. I will look for it. In docs?

On Tue, Mar 13, 2018 at 2:10 PM, Ian Camp <[icamp@pps.net](mailto:icamp@pps.net)> wrote:

You should have received a link to the Google Doc lesson. Some of it won't be applicable.

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**From:** Sara Camp <sara\_camp@ddouglas.k12.or.us>  
**Sent:** Tuesday, March 13, 2018 1:09:11 PM  
**To:** Ian Camp  
**Subject:** letter writing materials

Hi babe,

Can you please send me your letter writing materials? I think I'm going to do that tomorrow instead of what I have planned.

Love you,  
Me

## HOW TO WRITE A LETTER TO AN ELECTED OFFICIAL

### Plan your letter

Your letter must be clear, concise and respectful.

**Respectful:** You'll write your letter in the formal register. In addition, you'll show total respect toward the person you're writing, even if you don't agree with his or her ideas. Although we've grown accustomed to negative news commentary and political bickering, people who make real change rely on respectful conversations.

*If someone cursed, belittled and bullied you, would you be willing to listen to them and help their cause?*

*If your goal is to foment change, be prepared to have a respectful conversation--even if you're boiling inside.*

**Concise:** Your message needs to be short and to-the-point. Organize your ideas before you write.

**Clear:** What are you asking for? Write this down in a sentence or two before you start writing your letter.

**The following letter reflects the opinions of the writer. Your letter should reflect your opinions. Please do not feel pressured by the opinions of teachers or fellow students.**

March 14, 2018

*Date*

The Honorable Jeff Merkley  
313 Hart Senate Office Building  
Washington, DC 20510

*Recipient*

Dear Senator Merkley,

*Salutation*

*Introduce yourself; State what you want*

My name is Ian Camp, and I'm a language arts teacher at Robert Gray Middle School in Portland, Oregon. I'm writing to urge you to pass common-sense gun legislation for the safety of our children. Specifically, I'm in favor of universal background checks, raising the gun purchase age to 21, and banning the sales of assault rifles, high-capacity clips and "bump stock" devices.

*Personalize the issue*

I graduated from Sunset High School in 1986, and during my 12 years as a student, the thought of school shootings never crossed my mind. Campus buildings were wide open, lockdown drills hadn't been invented, and we were safe. We worried about quizzes, crushes and uncooperative hair--but never for our lives. How sad and unfair what we've created for our children.

*More personalization*

[REDACTED]. And in my own classroom, I've comforted a seventh grader sobbing as she dutifully practiced a lockdown drill.

*Restate what you're asking for*

I respect the intent of the Second Amendment, but clearly something has gone astray. Providing angry men and unhappy teenage boys with assault rifles and military ammunition appears more of a curse than a public good. I hope I can count on you to pass legislation that protects our children's unalienable rights of life, liberty and the pursuit of happiness.

Sincerely,

*Closing*

Ian Camp  
Street Address  
Portland, OR Zip Code

*Your name and address*

**The Honorable Kate Brown  
Office of the Governor**

**900 Court Street, Suite 254  
Salem, OR 97301-4047**

**Dear Governor Brown,**

**The Honorable Ron Wyden  
221 Dirksen Senate Office Building  
Washington, DC 20510**

**Dear Senator Wyden,**

**The Honorable Jeff Merkley  
313 Hart Senate Office Building  
Washington, DC 20510**

**Dear Senator Merkley,**

**The Honorable Earl Blumenauer  
1111 Longworth House Office Building  
Washington, DC 20510**

**Dear Congressman Blumenauer,**

**The Honorable Suzanne Bonamici  
439 Cannon House Office Building  
Washington, DC 20515**

**Dear Congresswoman Bonamici,**

**The President  
The White House  
1600 Pennsylvania Avenue, NW  
Washington, DC 20500**

**Dear Mr. President,**

**From:** Ann Eldredge-Burns  
**To:** dzenjen@ [redacted] coatessa@ [redacted] lrameson@ [redacted] drieromecraig@ [redacted] sarah cook;  
bakerg56@ [redacted] andreabrunet1@ [redacted] Jaclyn Schneider; Jeff Hardison; Elizabeth Roberts;  
bmeub@ [redacted] Kari Lyons; Scott West; Marci Ozawa; matthewbrownsanders@ [redacted]  
elinsanders@ [redacted] Jordan Neufeld; Haze Yao; huxleychin@ [redacted] Yoonjin Choi;  
dougelliott@ [redacted] Cara Haskey; Husband; Robin Hawley Crumrine; alevandowsky@ [redacted]  
mcomer@ [redacted] caz713@ [redacted] Jacqueline Zeman; nikhiltayer@ [redacted] Hoa Thayer;  
fj55cruiser@ [redacted] Katherine Chilcott; paruleka@ [redacted] Blythe Duffield; elcmail@ [redacted] Ryan  
Higgins; max.frixione@ [redacted] hollyfrixione@ [redacted] byron.clark@ [redacted]  
mollyaclark@ [redacted] Salome Dupont; william.chamberlain@ [redacted] Rhiannon West  
Chamberlain; Ann Eldredge-Burns; Brittney Whitman; izidoro2@ [redacted] brunetchristopher@ [redacted]  
kevin.valk@ [redacted] damlonc21@ [redacted] Gregory Tanksley; Ann Kollrack; Kristi Williams; Mischa ICE  
**Subject:** Life  
**Date:** Sunday, March 11, 2018 9:16:20 PM

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Dear Families,

A note about our school-wide Wednesday "moment of peace."

It is important to me that this event have meaning for us in Room 107. My approach will be to ground our conversation in the "how we like our classmates to treat us and why" that is ongoing in our class.

We'll talk about respect, and when we feel safe, and what makes us feel safe in our classroom.

We'll talk about how on Wednesday we are going to have a sharing circle, similar to the one we have every day at the end of our day, but muuuuch bigger, because Room 107 is part of a bigger community- Alameda school and all the kids and teachers here, AND all of the families of kids who go to our school.

And on that day, we'll be thinking all together about how important it is to be kind & respectful to one another, children and adults alike, and how important we are to one another. (Some of our grownups will come to join the circle if they can, some will need to be at work.)

Each family has their own approach to how to talk with their young children about guns and the violence in our world. If the specific connection between Wednesday and the deaths in Florida is brought up by a student, I will bring us back around to how grownups and kids together are working hard to make our school and our city and our state and our country safe for all children.

In the coming weeks we'll think about how the rings of community move out from Room 107 to our school and our city and our state and our country and our world.

Which fits in beautifully with our recent thinking about "America Is" and the books we made, and our thinking about being president and the flag thoughts we made.

We'll talk about how in our country people can talk to the people we have chosen to help make our rules and laws about what we think is important.

And, we will write postcards to our mayor and our governor about what we are doing in Room 107 to treat each other thoughtfully, respectfully, and how we can be safe together.

Ann E-B

P.S. I have included below both the note from Ms. Berg and the note from our PTA, just in case you missed them:

As we as a community process the horrible events in Parkland, Florida, we have been having dialogue with teachers and the PTA about how to move forward as a school. The same movement who put on the Women's March are holding a National School Walkout on March 14th <[https://www.actionnetwork.org/event\\_campaigns/enough-national-school-walkout](https://www.actionnetwork.org/event_campaigns/enough-national-school-walkout)> .

Obviously as an Elementary School, we want to be respectful of the voices as well as cognizant of how our little ones perceive and understand school violence and school shootings. Many families of young children have chosen not to talk to their kids about the shooting and we respect that young children can be easily frightened and anxious by events they cannot comprehend. We also do not want any young children walking off campus and strive to keep our students safe at all times.

As a community we want to honor the movement and use the day to talk to our students about empathy and understanding and community. We would have teachers use community circles in their classrooms that morning to have students talk about school safety and having empathy for students that may be sad or hurt in our world. We will then walk out to the field at 10:00 AM and hold a moment of peace for all where we will also invite parents to come and join us. This is our effort to both protect and honor all students and give them the opportunity to participate in a thoughtful and healing activity. We will send more details about how parents can join us for the moment of peace later.

Thank you for being part of our community. We appreciate how difficult it is to parent in turbulent times and we hold your children dear to us and their safety as paramount.  
All my regards,

Dr. Eryn Berg

As you read in NewsNotes last Thursday <<http://mailchi.mp/91ac1e7685ae/alameda-newsnotes-for-march1-2018>> , the teachers and administrators at Alameda are planning to spend time in the classroom holding community circles to have students talk about school safety and having empathy for students that may be sad or hurt in our world. This will all be handled in a manner that is both respectful of the many voices within our community and cognizant of



how our little ones perceive and understand safety in our community.

Then, at 10 a.m. our students will be led by their teachers and administrators out of the school building and onto the playground to hold a moment of peace. This is the point where parents are invited to join in and we hope you will!

Here's what you need to know:

\* You must pre-register to participate. Please do so by 3 p.m. on Tuesday, March 13. Per security policy, you will not be permitted onto the playground unless you are "checked in" as a visitor. To streamline this process and make sure that we are all able to fully participate you must pre-register online to participate <<http://www.signupgenius.com/go/20F0E4AAEA622A02-parent>> .

\* Please plan to arrive by 9:40 at the latest. Earlier is better, so come join the PTA for coffee beforehand and share a message of kindness on the banners we are making for the playground! PTA volunteers will use the pre-registration information to have your visitor badge ready and waiting for you when you arrive. Beginning just after drop-off the PTA invites you to get checked-in, join us for coffee, visit with other parents and share your messages on the banners we will hold (see below). At 9:50 we will close the check-in table and take our places on the playground.

\* We ask that you please refrain from bringing protest signs. Those are best reserved for events like the nationwide March For Our Lives <<https://marchforourlives.com/>> on March 24. In lieu of protest signs, and in order to reinforce a strong sense of community built on kindness, the PTA has created large banners that parents will be invited to enhance with personal messages of kindness and support:

\* Parents will be last to leave the playground and need to leave unless you are volunteering. Following the moment of peace, students will return to their classrooms. In order to help our teachers and administrators keep track of the students, please plan to remain in place on the playground until the students have returned to the building. Once the students are back in the building, parents will need to leave the premises unless you are scheduled to volunteer at the school that day.

\* We are not alone in this! Across our city, our state and our nation students, teachers, school administrators and parents will walkout on Wednesday, March 14 <<https://www.womensmarch.com/enough-toolkit>> to show solidarity and support for the numerous victims of gun violence in our nation. Together our communities will demand that Congress' take action to address the epidemic plaguing our schools and neighborhoods.

\* Plan to join us from 6-8 p.m. that evening for a special 2-hour PTA meeting. This special two hour PTA meeting will include a community circle for parents with a focused discussion how we keep our community safe from gun violence. In addition, your Alameda PTA Board is hard at work planning for an array of opportunities for you to take action on personal and political level that evening and going forward so that you can help keep our community safe from gun violence. Look for comprehensive details in NewsNotes later this week!

\* The previously scheduled Parent Coffee Break for Wednesday, March 7 has been cancelled. In lieu of this come join us for coffee and the moment of peace on March 14!

We hope to see you all on Wednesday, March 14!

-Your Alameda PTA Board

Statement of Intent  
Concordia University  
Preliminary Administrative License  
James Allred  
February 27, 2018

1. After studying Special Education at the University of Oregon, I spent a year running an after school program and substitute teaching in Portland while applying to graduate schools. I began the Masters In Teaching program at the University of Washington in Spring 2009. After earning my Masters and ELL endorsement, I spent a year in Seattle Public Schools before taking on a Special Education position at a private, inclusive academy in Seattle for kids on the Autism Spectrum. I managed the K-1 program at APL for four years in addition to serving as Writing Instructional Lead, Athletic Director and a number of other leadership roles. It was in this role that I first had the opportunity to work with student teachers, and realized my love of mentoring new professionals to the field. After taking a year off to write my first novel, I returned to schools in October of 2017 at PPS as an ESL Instructional Lead where I currently serve.
2. My ultimate goal is to be the Superintendent of Portland Public Schools. I have a 10 year plan that first involves gaining my Administrative credential. Once licensed, I will spend 3-5 years learning leadership at the school level as a Vice Principal and then Principal, while pursuing my doctorate at Concordia in Administration and Leadership. After 5 years of learning and growing in the role of Principal, I plan to move to a district level position in the School Climate department. My absolute passion is to coach new teachers on creating positive classroom environments through Positive Behavior Supports.

I have a plethora of experience that allow me to pursue these goals and find success in the Concordia Licensure program. Namely, my work at the University of Washington prepared me to be a top student in one of the nation's leading educational post-graduate programs. During my time at UW, I was elected as the Associated Students of the College of Education President by my peers and maintained a 3.86 GPA, graduating Magna Cum Laude and demonstrating my ability to be a top student and leader in a world-leading program.

3. There are innumerable immediate, real world challenges facing educators and the field of education as a whole. In my short time in the public school system in Oregon, perhaps the most alarming is the lack of cohesive curricular Scope and Sequence across content areas. Teachers throughout the district are expected to hit all Common Core and Next Generation standards by piecing together curriculum from antiquated sources. The district's approach to this problem is piece meal and not all-encompassing. Units are being designed and rolled out one at a time in content areas of science and social studies, and in some cases, teachers receive no training or unpacking days to familiarize themselves with the new curriculum.

As advocates for their students, educators can organize and voice their concerns with district leadership to let them know this is unacceptable. Our students deserve the absolute best educational framework and the opportunity to keep pace and thrive alongside their counterparts nationwide.

We can also, as I have done, join curriculum planning groups at the district level to map out consistent Scope and Sequencing for all content areas. Educators need to take active roles in the process of planning and implementing instruction for our schools and this is one of my main driving factors in pursuing Administrative Licensure.

4. As a future administrator, I will have a positive impact on students' and stakeholders' lives in two key areas; School climate and Curriculum and Instruction. My training in PBS strategies informs my strong belief that through positive feedback and encouragement, students are motivated to do the right thing and achieve at their highest potential. As a future Climate Team member, I look forward to the opportunity to conduct staff trainings around PBS strategies and pedagogy.

One of my newfound passions is the world of Curriculum and Instruction. After discovering that the district lacked Scope and Sequencing for huge content areas like Science and Social Studies, I reached out to the ESL TOSA assigned to our cluster and set up a meeting to discuss a strategy. I looked through the Next Generation National standards and mapped out the key units that my third and fourth grade students needed to cover. I then dug into the curriculum at the district level and pieced together some resources that could align with these standards. I brought in the TOSA to add a QTEL pedagogy and we designed a year-long social studies Scope and Sequence for third and fourth grades that more reflects the backgrounds of our students. Instead of teaching Louisiana Purchase, Louis and Clark, War of 1812, Oregon Trail, Northwest Native Tribes from the traditional, white male perspective, we flipped the curriculum and taught it from the perspective of the Native Americans. Instead of teaching the history of Portland, Oregon from this same perspective, we taught it utilizing a unit on Vanport.

We then leveraged the students' new learning of issues of systemic racial and economic inequality into cross-curricular units for Black History month, and a campaign for change to align with the current conversation happening around March for Our Lives and the Gun Control debate. In conjunction with the classroom teachers, we then designed a month long persuasive writing project where all of the students in third and fourth grades wrote letters to Mayor Ted Wheeler imploring him to take action on issues that mattered to them and their communities.

**From:** Guadalupe Guerrero  
**To:** Cheryl Pitman; Judi Martin; Lidia Lopez Gamboa  
**Subject:** FW: Alameda NewsNotes for March 1, 2018  
**Date:** Friday, March 02, 2018 8:02:01 AM

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**From:** Stephanie Soden [mailto:pdxsoden@ ]  
**Sent:** Friday, March 02, 2018 6:48 AM  
**To:** Guadalupe Guerrero <gguerrero@pps.net>; Yvonne Curtis <ycurtis@pps.net>  
**Subject:** Fwd: Alameda NewsNotes for March 1, 2018

3/14 activities communicated to my school community below. Nice job with yesterday's conversation with principals!

Sent from my iPhone

Begin forwarded message:

**From:** Alameda Elementary PTA <newsnotes@alamedaschool.org>  
**Date:** March 1, 2018 at 2:22:57 PM PST  
**To:** <pdxsoden@ >  
**Subject:** Alameda NewsNotes for March 1, 2018  
**Reply-To:** Alameda Elementary PTA <newsnotes@alamedaschool.org>

Alameda NewsNotes for March 1, 2018

[View this email in your browser](#)

### In This Issue

Are you ready for the auction?  
Movie Night this Friday at Rigler  
Class Portraits  
Special Parent Coffee Break  
Dyslexia Community Meeting  
PTA Meeting: Gun Violence  
Science Fair Success  
Equity Tips & Resources

### Save the Date

**Mar 3:** [Alameda Auction!](#)  
**Mar 7:** [Parent Coffee Break](#)  
**Mar 8:** [Dyslexia Community Meeting](#)  
**Mar 9:** Classroom Portraits  
**Mar 14:** [PTA Meeting](#)  
**Mar 26-30:** Spring Break

For more [visit our School Calendar](#).

### A Message from Our Assistant Principal

Hello Alameda Families,

Whew, it is nice to be back this week with no snowstorms on the horizon and maybe



even a sunny day or two. We hope that everyone enjoyed their snow day and that we are all back in the swing of it for the next few weeks until spring break. Oh, how the time flies.

The last two weeks were Eagle Ticket Weeks at Alameda. We gave tickets to students who were representing their class in being safe, responsible, and respectful and all around respecting the school rules and demonstrating Alameda values. At the end of the two weeks the top two classes won a dance party in the auditorium. Katie Charleston's class had the top points and Cara Pettit and Marybeth McCormick's classes came in second. We enjoyed our dance time and will be running the incentive program again soon. Please ask your child what they did to earn Alameda Eagle Tickets and encourage them to continue to show safe, responsible, respectful behavior at school and at home! Thanks for your support.

As we as a community process the horrible events in Parkland, Florida, we have been having dialogue with teachers and the PTA about how to move forward as a school. The same movement who put on the Women's March are holding a National School Walkout on March 14th.

Obviously as an Elementary School, we want to be respectful of the voices as well as cognizant of how our little ones perceive and understand school violence and school shootings. Many families of young children have chosen not to talk to their kids about the shooting and we respect that young children can be easily frightened and anxious by events they cannot comprehend. We also do not want any young children walking off campus and strive to keep our students safe at all times.

As a community we want to honor the movement and use the day to talk to our students about empathy and understanding and community. We would have teachers use community circles in their classrooms that morning to have students talk about school safety and having empathy for students that may be sad or hurt in our world. We will then walk out to the field at 10:00 AM and hold a moment of peace for all where we will also invite parents to come and join us. This is our effort to both protect and honor all students and give them the opportunity to participate in a thoughtful and healing activity. We will send more details about how parents can join us for the moment of peace later.

Thank you for being part of our community. We appreciate how difficult it is to parent in turbulent times and we hold your children dear to us and their safety as paramount.

All my regards,

Dr. Eryn Berg

Assistant Principal, Alameda  
(503) 916-6036

Since  
1897



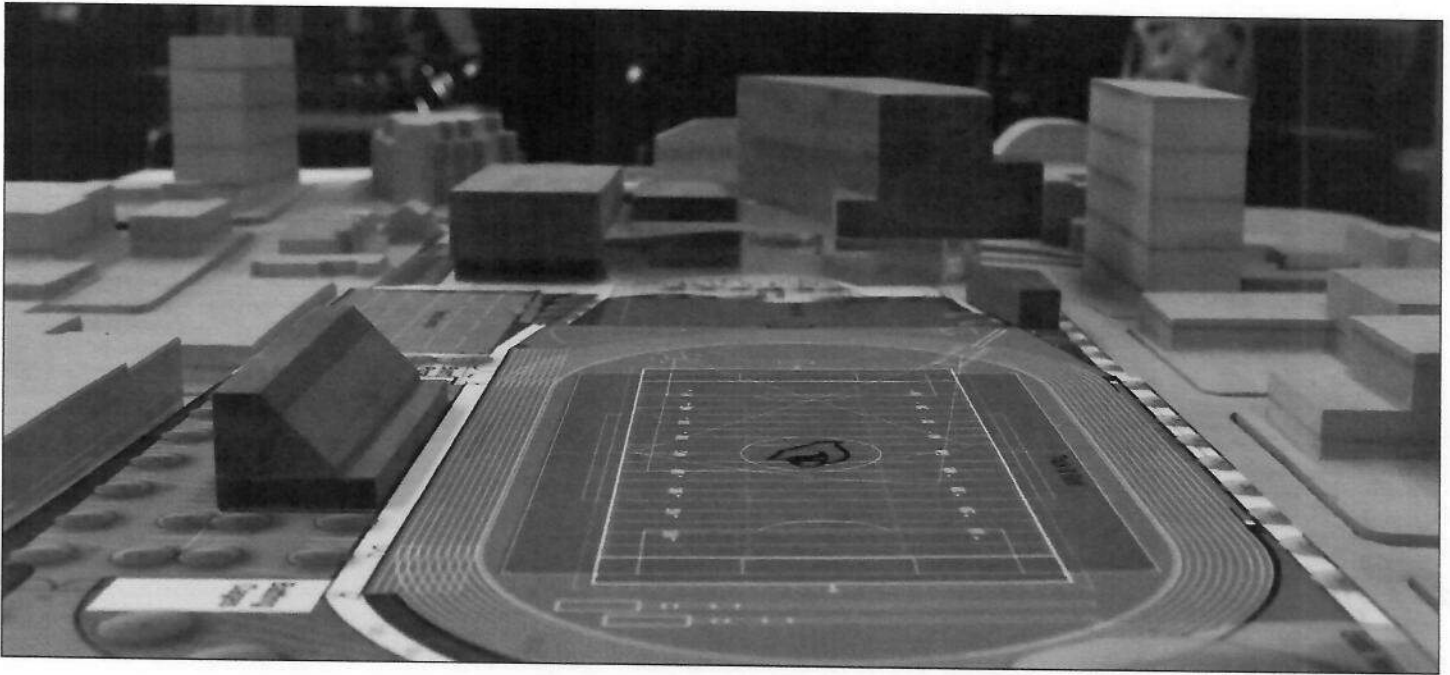
# The Cardinal Times

Vol. 121  
Issue 5

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## Rebuilt Lincoln takes shape



**TOP:** Current building pictured from a drone. **BOTTOM:** 3-D model of the new school.

Photos by DANIEL LEWINSOHN and JAMIE BIKALES

Page 10

EXHIBIT 45

PAGE 1 OF 2

# Political outliers 'silenced' at LHS

By ARMAND YAZDANI

Liberals and conservatives will always differ on many beliefs as their core values define their parties. Each group stereotypes the other, expecting their political opponents to always nurse established views. However, some members of each party find themselves at odds with those who share their platform.

Democrats have generally favored more gun control than Republicans. However, the reality is that some left-leaning individuals enjoy their Second Amendment rights.

According to Pew Research, one in five Democrats own guns, and 11 percent of Democrat gun owners belong to the National Rifle Association.

Likewise, pro-choice Republicans, who favor lifting restrictions on abortion, are also a minority in their party. Only 34 percent of Republicans are pro-choice, according to Pew Research.

Immigration has also become a contentious debate among the two parties. A 2017 YouGov poll revealed that 95 percent of Trump supporters agree with the US president's travel ban, aimed at Muslim-majority countries. On the other hand, only 12 percent of Democrat Hillary Clinton's supporters agreed with the ban.

One of these political outliers is senior Matthew Brayton, who, although a Democrat, opposes increased gun control.

"Some amount of gun control is necessary. Taking away all guns isn't going to solve all problems," Brayton says.

"There are benefits to guns besides killing people," he adds.

A conservative senior, who requested anonymity, also harbors values contradictory to those of his group.

When asked why he chose to be anonymous, he replies that at Lincoln, "students and teachers tend to silence the views of conservative or somewhat conservative students."

He stresses that he is a conservative and not a Republican.

"There is a big difference between conservatives and Republicans. They are two different things," the senior says.

He believes the federal government should exert less control over citizens' lives. He feels that anti-choice values contradict key parts of conservatism, which advocates for less government control.

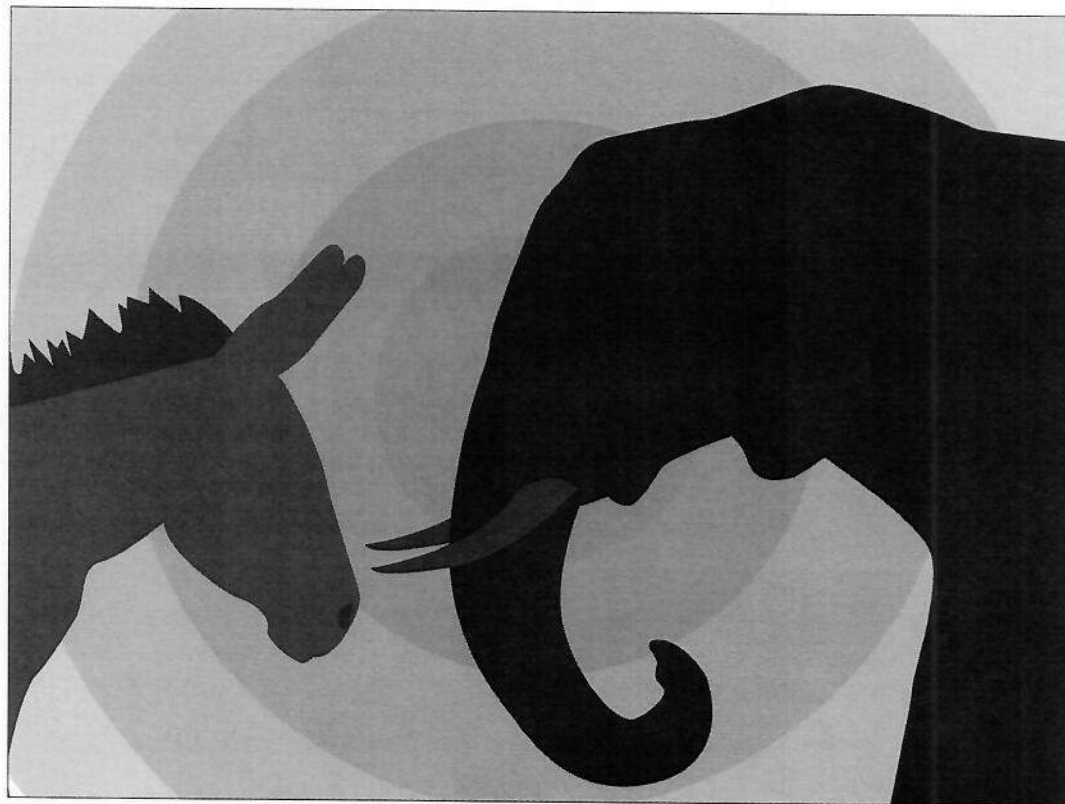
"[Being pro-life] is an ironically conservative viewpoint. [Abortion should be] the choice of a mother and her family," the senior says.

**"We are losing the ability to accept that other people's point of view is their point of view."**

~ Alex Sathler  
senior

When the *Cardinal Times* inquired about his views on religion in government, the senior replies that it is "a tricky" question.

"A lot of our law today stems from religion, but [religious] texts are harder to in-



Graphic by WYATT LINCOLN

terpret in the modern era," he explains.

Senior Alex Sathler, who considers himself liberal, shares some common ground with those of the opposite party.

"I value family, I value honesty, I value freedom of speech," Sathler says.

The veteran Boy Scout drew many of his beliefs from his Scout Oath and the 12 Points for Scouting.

According to the Boy Scouts of America, the 12 points to which a Boy Scout should adhere are to be "trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent."

"Caring towards other people [is important]. Family is a good basis for that. It is like an institution which engenders caring for people," he adds. "It's also important to

that other people's point of view is their point of view," the Sathler believes.

He explains that individuals' mentality is increasingly becoming "us vs them; liberals or conservatives."

Sathler asserts that "liberalism and conservatism need each other to exist."

"I think both progressivism and conservatism are needed for progress, and both are needed in the country. We just need to be able to accept that other people's political views are generally logical and deserve to be considered and listened to," he stresses.

As a conservative—but not a Republican—junior Joe Schlechter "believe[s] very much in social justice matters." He disagrees with conservatives who are anti-choice and anti-gay marriage.

"I am conservative under the definition of conservative being less government," he states, "I believe abortion is a woman's choice."

Similarly, senior Preston Kill is also pro-choice. The conservative libertarian believes that "a woman should have the right to choose" even though he deems abortions "not ethical."

According to the Libertarian Party site, Libertarians seek "a world in which all individuals are sovereign over their own lives and no one is forced to sacrifice his or her values for the benefit of others."

In spite of his pro-choice views, he "tend[s] to find more similarities in recent elections with Republicans."

Another senior, who also requested anonymity, offers beliefs which might normally be construed as liberal. As a vegan, his lifestyle may differ from other conservatives.

A 2011 Hunch study which targeted its 700,000 members, found that only three percent of its Republican members were vegetarians versus the 10 percent of vegetarian Democrats.

"I strongly believe in the equality of animals and humans," the senior says.

He states that the "dairy and cattle industry is the number one contributor to climate change." He also notes that people are unwilling to "address the reality of the horrors of the cattle industry," because "humans are principally selfish."

The conservative vegan also supports the Affordable Care Act, but adds that "it could use some improvements."

Worried over "an aggressive response [this student] usually received from the liberal side," he opted to stay anonymous, valuing his "friendships more than a political argument."

"Most conservatives share [this] sentiment at Lincoln, that any conservative viewpoint is quickly shot down and despised," he said.



**From:** Guadalupe Guerrero  
**To:** Jonathan Garcia  
**Subject:** FW: Draft op-ed  
**Date:** Wednesday, February 28, 2018 2:52:41 PM  
**Attachments:** School shootings OpEd.docx

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**From:** Harry Esteve <hesteve@pps.net>  
**Date:** Wednesday, February 28, 2018 at 12:16 PM  
**To:** Guadalupe Guerrero <gguerrero@pps.net>, Stephanie Soden <ssoden@pps.net>  
**Cc:** Dave Northfield <dnorthfield@pps.net>  
**Subject:** Draft op-ed

Hi Guadalupe,

Attached is a first draft of an op-ed that could be submitted under your name along with superintendents from Beaverton and Gresham, if they agree. Let me know what you think.

Harry Esteve  
Director of Strategic Communications and Outreach  
Portland Public Schools  
503-916-3374 (desk)  
503-432-6685 (cell)

**From:** Julia Brim-Edwards  
**To:** Harry Esteve  
**Cc:** Stephanie Soden; Stephanie Cameron; Guadalupe Guerrero  
**Subject:** Re: March 14 Communications Plan  
**Date:** Tuesday, March 13, 2018 4:33:46 PM

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Mayor Wheeler is going to be at Lincoln tomorrow.

Sent from my iPhone

On Mar 13, 2018, at 4:24 PM, Harry Esteve <[hesteve@pps.net](mailto:hesteve@pps.net)> wrote:

Hello Directors,

I want to make sure you know that the community call-in number mentioned below will be 503-916-6600 and will be active as of 8 a.m. Wednesday. Please share it if you get calls or questions during the day. Thanks!

Harry Esteve  
Director of Strategic Communications and Outreach  
Portland Public Schools  
503-916-3374 (desk)  
503-432-6685 (cell)

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**From:** Stephanie Cameron  
**Sent:** Monday, March 12, 2018 6:18 PM  
**To:** Julia Brim-Edwards <[jbrim-edwards@pps.net](mailto:jbrim-edwards@pps.net)>; Julie Esparza Brown <[iebrown@pps.net](mailto:iebrown@pps.net)>; Rita Moore <[rmoore5@pps.net](mailto:rmoore5@pps.net)>; Scott Bailey <[sbailey@pps.net](mailto:sbailey@pps.net)>; Michael Rosen <[mrosen@pps.net](mailto:mrosen@pps.net)>; Paul Anthony <[panthony@pps.net](mailto:panthony@pps.net)>; Amy Kohnstamm <[akohnstamm@pps.net](mailto:akohnstamm@pps.net)>  
**Cc:** Guadalupe Guerrero <[gguerrero@pps.net](mailto:gguerrero@pps.net)>; Stephanie Soden <[ssoden@pps.net](mailto:ssoden@pps.net)>; Yvonne Curtis <[ycurtis@pps.net](mailto:ycurtis@pps.net)>; David Northfield <[dnorthfield@pps.net](mailto:dnorthfield@pps.net)>; Harry Esteve <[hesteve@pps.net](mailto:hesteve@pps.net)>; Amber Shoebridge <[ashoebridge@pps.net](mailto:ashoebridge@pps.net)>; Molly Emmons <[memmons@pps.net](mailto:memmons@pps.net)>; Rosanne Powell <[rpowell@pps.net](mailto:rpowell@pps.net)>; Jonathan Garcia <[jgarcia@pps.net](mailto:jgarcia@pps.net)>; George Weatheroy <[gweatheroy@pps.net](mailto:gweatheroy@pps.net)>; Liz Large <[llarge@pps.net](mailto:llarge@pps.net)>; Laura Parker <[lparker1@pps.net](mailto:lparker1@pps.net)>  
**Subject:** March 14 Communications Plan

Hello Directors,

Here is an update on communications for this Wednesday, March 14<sup>th</sup>.

As you are aware, a national school walkout honoring the lives lost in Parkland, Florida is taking place on March 14th. With the country's attention focused on the issues of school safety and gun violence; this tragic event has provoked a lot of civic engagement and public dialogue. It is a teachable moment for our students – and for all of us.

Our district-wide approach is to focus on age appropriate lessons about what constitutes safe, supportive and inclusive learning environments and that we are allowing students to express their views while we encourage civic engagement on this issue.

March 14<sup>th</sup> is also the day 750 PPS high schools students will be traveling to Seattle to see the award-winning musical "Hamilton". This trip is made possible by The Harold & Arlene Schnitzer CARE Foundation through the Hamilton Education Program. The Hamilton Education Program has made tickets available at a deep discount to 10<sup>th</sup> and 11<sup>th</sup> grade students studying U.S. History. Students from the following PPS high schools were chosen to attend: Benson, Franklin, Jefferson, Madison, Roosevelt, and Alliance. The national program, designed by the Gilder Lehrman Institute of American History with partnership of "Hamilton" and the Rockefeller Foundation, prioritizes students from historically underserved schools. A diverse cross section of PPS students will participate in an innovative arts and humanities curriculum before experiencing the acclaimed musical. In light of the intersection with the national school walkout, chaperones will be prepared.

As part of our planning for this important day, district officials met with Portland Police Chief Outlaw and other law enforcement officials to discuss safety measures. Should students decide to leave campus, the district cannot guarantee that students will be chaperoned. Students will not be punished, but they will receive an unexcused absence if they leave school premises. We will honor any student's wish not to participate and there are provisions to ensure they would remain under school supervision.

This information has been shared with families and PPS staff. BESC staff members are being deployed to schools on Wednesday to provide additional support.

If you are interested in visiting a school to show support for students, please inform this office and the principal in advance.

Here are our plans for additional response throughout the day:

- <!--[if !supportLists]-->• <!--[endif]-->A message went out today, to all families and staff with guidance and FAQ's collected in the past weeks
- <!--[if !supportLists]-->• <!--[endif]-->An Emergency Operations Center will be in place Wednesday to handle incoming calls and direct resources as needed. Molly Emmons, Emergency Preparedness Manager will manage the center with support from communications, facilities and IT
- <!--[if !supportLists]-->• <!--[endif]-->The following website has been launched with lessons, messaging and other resources for educators and families <https://www.pps.net/moment>
- <!--[if !supportLists]-->• <!--[endif]-->Oregon Governor, Kate Brown will attend activities at Roosevelt High School to show her support
- <!--[if !supportLists]-->• <!--[endif]-->Additional elected officials may also be in attendance including City Commissioner Nick Fish, Multnomah County Commissioner Jessica Vega Pederson and possibly House Speaker Tina Kotek
- <!--[if !supportLists]-->• <!--[endif]-->Directors Julie Esparza-Brown and Rita Moore will be in attendance at Roosevelt High
- <!--[if !supportLists]-->• <!--[endif]-->Superintendent Guerrero will be seeing students off at Madison High at 5:30am and will be in attendance at Roosevelt High for their planned event
- <!--[if !supportLists]-->• <!--[endif]-->Roosevelt High School's event starts shortly after 9:30, and includes a talk about gun violence in schools, a moment of silence, student speakers and a conversation about how to take action
- <!--[if !supportLists]-->• <!--[endif]-->Dave Northfield, Director of Media Relations will be with Superintendent Guerrero and will be coordinating all media responses throughout the day.

Please do not hesitate to contact me if you have any questions.

Sincerely,

On Feb 23, 2018, at 2:55 PM, Erewyn Remington <eremington@pps.net <<mailto:eremington@pps.net>> > wrote:

Hi,

I appreciate the note! I am happy to note that the Oregon bill closing the "boyfriend loop hole" did pass. I appreciate the activism you are doing surrounding this issue. I am happy to give students space to talk and learn about the complexity of this issue.

I'd love to learn more about what your organization is doing so that I can be better informed to share with students. It is always a challenge to confront such difficult social issues without leaving students feeling powerless or without hope.

Thank you for reaching out. Please share resources that you think will be helpful or even useful with students!

Thank you!

Erewyn

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From: Rebecca Cohen <rebecca@[REDACTED] <[mailto:rebecca@\[REDACTED\]](mailto:rebecca@[REDACTED]) > >  
Sent: Friday, February 16, 2018 3:30:28 PM  
To: Erewyn Remington  
Subject: Re: Life Science: MLC Weekly Update Will Resume Next Week

Hi Erewyn-

[REDACTED] told me you discussed Parkland today in 7A science. I've been volunteering with the Oregon chapter of Moms Demand Action almost since its inception after Sandy Hook. While [REDACTED] made it very clear [REDACTED] be mortified if I talked to the class, I'm happy to share with you any materials or information if you're looking for more context around school shootings and our gun laws.

You may already know this - the Oregon legislature is currently moving a bill (HB4145) to keep guns from abusive dating partners and stalkers. I was in the OR House gallery yesterday when it passed - it's going to the OR Senate next week. Gov Brown has made it her #1 legislative priority this session. We're asking Oregonians to call their Senators to urge them to support it.

With all the Parkland kids speaking out about legislative action, I'm glad to be able to show [REDACTED] that we're doing things here in Oregon -right now- to address gun violence.

Thanks & have a good weekend,  
Rebecca

On Feb 16, 2018, at 3:19 PM, Erewyn Remington <eremington@pps.net <<mailto:eremington@pps.net>> > wrote:

Greetings,

Due to a spate of illness amongst the middle school teachers, we will resume our weekly update next week! Have a great three day weekend!

Erewyn

### 3.40.030-P School Demonstrations

- (1) The Board of school district No. 1 recognizes the district's has as a paramount concern the safety and well being of the students, staff and other personnel in the schools. The Board further has responsibility for maintaining uninterrupted educational programs for all of its students. Students have a right to an education and the Board intends to protect that right in the event of a demonstration or other disorder disruptive to the school environment. The Board also is concerned for the protection of school property and facilities in such an event. Therefore, the Board of Education of school district No. 1 will take all lawful and the legal steps necessary to achieve these ends through the emergency procedures developed by the superintendent and implemented by building principals to assure that schools will respond effectively to all contingencies and that the preparedness of staff to cope with such disruptions and coordination of plans, as appropriate, with civil authorities will be prepared to cope with all emergencies of a disruptive nature that occur. Further, the Board asks that each student, each teacher, each administrator, and each parent assume personal responsibility to encourage the kind of sober civil relationships that are essential to an orderly society and an educational environment conducive to learning.
- (2) Operating Principles for Controlling School Disturbances Demonstrations.
- (a) Accountability. Disorder and disruption of the school process for any reason will not be tolerated, and persons attempting such actions shall be held accountable.
  - (b) Law Enforcement. In order to ensure safe and orderly school operations, the district fully intends to enforce all laws and to seek prosecution of those who violate them. Students involved in school disruptions, vandalism, violence or other illegal acts will be subject to suspension or expulsion from Portland schools.
  - (c) Personnel Responsibility. In both preventing and resolving student unrest and demonstrations, all district personnel must plan important and responsible roles.
    - (A) Teamwork is essential at all levels in handling student disorders. Only through teamwork on the part of the school building employees, central administrators, and the Board can disruptive actions be counteracted and the rights of all protected.
    - (B) Any school employee who promotes violation of Board policy, regulation, or school rule, or who promotes student unrest or disruptive behavior will be regarded as insubordinate, as

### 3.40.030-P School Demonstrations

having violated basic professional obligations, and will be subject to suspension from and/or termination of employment.

Legal References: ORS 332.072; ORS 332.107

History: Adpt 6/71; Amd 9/83; Amd 9/9/02; BA 2419

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**3.40.032-AD When Demonstrations Occur**

- (1) **Responsibility.** The building principal is the administrator responsible for coordinating and directing personnel in **controlling demonstrations**. In instances involving basic policy decisions, the principal shall confer with his/her supervisor. When such disruptions occur, the principal shall, on a facts available basis, determine the kind of assistance needed and the specific procedures to be followed.
  - (a) In the event of threatening violence, which poses a threat to the safety of the building or the students, police and fire departments must be called in immediately.
  - (b) When the school police are called, they should be advised by the building principal as to the number of policemen needed and whether or not they are to appear on the campus.
  - (c) Short of emergencies demonstrations or disorders of an extreme nature, police should operate in all circumstances under the principal's direction when on school grounds. Operations protocols shall be planned with the Chief of School Police and the precinct captain.
- (2) **Communications During Demonstrations.** Information about the demonstration or disorder should be given immediately to the offices of the appropriate Director of Student Achievement, Portland school Police and the Communications Department.
  - (a) Notify the appropriate Director of Student Achievement as to whether or not special assistance from other schools is needed.
  - (b) The school and/or the Director of Student Achievement shall notify the superintendent and/or an assistant superintendent.
  - (c) Advise employees in the building by the most immediate means (perhaps pre-assigned signal) reasonably available that an emergency plan is underway.
- (3) **Implementation of Action Measures.**
  - (a) **Stations.** The teachers who have been designated for special demonstration or disorder duty will proceed immediately to the assigned stations.
  - (b) **Lock Down.** Implement respective building lock-down procedures based on the circumstances.



- (c) Combustible Materials. Combustible materials should be immediately removed from garbage cans.
- (d) Notify Parents. Notify parents of students leading the demonstration or disorder to come to school at once.
- (e) Rumor Control. The local school office should provide accurate information to allay rumors.
- (f) Limit Entry. Prevent entry to the area by other students if possible.
- (g) Students in Classrooms. All teachers should keep students in classrooms and proceed with the usual lesson plans and activities. (This may have a calming effect on the students.) Students may be dismissed only in cases of dire emergency.
- (h) Signals. Bells and fire alarms are to be shut off at once, and no passage of students is to be permitted until further notice by public address system or other means. (The fire alarm system must be restored to operation as quickly as possible.)
- (i) Calming Conversations. Selected teachers who have exceptionally good rapport with students should be asked to engage small groups in calm conversation to reduce tension.
- (j) Warnings. Demonstrators should be advised that their activity is unauthorized, and they should be told by the principal by virtue of his/her position, authority and appropriate statutes to desist and disperse immediately. (This self-identification and source of authority is required in case of later prosecutions.)
- (k) Warnings - Time Limit. Students should be given a five-minute warning to cease and desist in the demonstration and notified that failure to comply will result in immediate suspension from school. If they persist and are told that they are suspended and to leave the building immediately, they should be informed that they are subject to immediate arrest for trespass if they fail to leave the school campus when requested.
- (l) Identify Leaders. For the purposes of later disciplinary action, leaders, especially, should be identified. They should be told that if they persist in inciting disruption, they will be suspended and are subject to expulsion from school.
- (m) Arrange Student Exit. According to a previously established plan, members of the teaching staff should arrange for the exit of those persons wanting to leave the demonstration or disorder and should escort them either off the campus or to their proper places in the building.

- (n) Warn Trespassers. Non-students on the school campus should be advised that they are violating the laws of trespass, and that they are subject to immediate arrest if they do not leave the school campus when requested. Parents permitted to stay shall be located in a single room and kept informed.
  - (o) Negotiation. Principals should avoid negotiation on any demands in order to end a demonstration or other disorder. Students should be advised of a time and place where discussions (not negotiations) may occur regarding grievances. Discussions can in no way be conditioned as a price for disbanding the demonstration or disorder.
- (4) **Arson Cases**.
- (a) In instances of arson, the following guidelines are recommended:
    - (A) Follow the usual emergency procedures for fire; in addition, special steps may be appropriate to prevent panic;
    - (B) Call 911/School Police [and Director of Student Achievement, as appropriate].
    - (C) Conduct an intensive investigation to apprehend the arsonist;
    - (D) Turn over all information gathered to the Portland Police Bureau and obtain their further assistance, if necessary.
  - (b) Prevention of further arson may be aided by:
    - (A) Using metal trash cans where appropriate;
    - (B) Having custodial staff remove trash as often as possible;
    - (C) Having custodial staff reduce or remove the supply of paper towels in cases of recurrent arson in restrooms;
    - (D) Having staff members walk through the restrooms intermittently;
    - (E) Not placing trashcans in isolated places.
- (5) **Assault**. In instances of assault resulting from disruptions, the following procedures should be followed as soon as reasonably possible under the circumstances:
- (a) Give aid and protection to the victim;
  - (b) Notify parents of the victim;
  - (c) Arrange for transportation;
  - (d) Secure witnesses who will give details regarding the incident (written);
  - (e) Attempt to identify the assailants;
  - (f) If victim or parent wishes to sign complaint, call Portland Police Bureau;

- (g) Obtain written statement from the victim.

(6) **Property Damage.**

- (a) A student who damages school property may be suspended or expelled from school.
- (b) On complaint of the principal, the parents of a student who damages school property are liable for the cost of repairs or replacement.
- (c) Procedures recommended in instances of property damage are as follows:
  - (A) Obtain statement of witness;
  - (B) Ask Facilities and Assets Management Department to assess damages;
  - (C) Notify the parents of the cost of damages and request payment.

(7) **Working with the Press.**

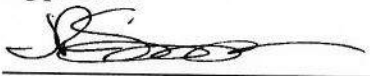
- (a) The Director of Communications is assigned the primary responsibility of working directly with representatives of all media. A spokesperson for the Portland Police Bureau may also be assigned such responsibilities in the event of criminal activity, as appropriate.
- (b) In an effort to coordinate the activities of the press, a media center equipped with telephones, if possible, may be established by the Director of Communications in the building in which a demonstration or other such disorder is in progress. The Director of Communication, in consultation with the building principal, will determine if the presence of such a center would be further disruptive, under the circumstances.
- (c) Identification cards will be provided for members of the press admitted to the building during such instances.
- (d) Statements and information to media representatives shall be released only through the Director of Communications as appropriate. He/She shall arrange for briefings for the media representatives from time to time, and the building principal and other administrators should make themselves available for this purpose.
- (e) The Director of Communications as deemed appropriate by the superintendent, shall notify local public officials of the disruption.
- (f) The Director of Communications may supply information about the disruption to other district schools as deemed appropriate.

Policy Implemented: 3.40.030-P

History: Adpt. 6/71; Amd. 3/80; Amd. 5/80; Amd. 5/84; Amd. 9/01/02

**For official use only**

**Approved:**



Superintendent

9/01/02

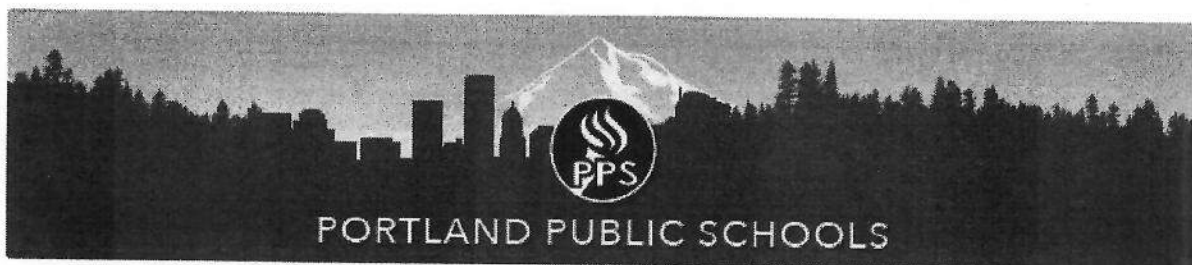
Date

----- Forwarded message -----

From: **PPS Communications** <[ppscomms@pps.net](mailto:ppscomms@pps.net)>

Date: Mon, Apr 16, 2018, 5:02 PM

Subject: A message about the April 20 National School Walkout Day



Dear PPS families,

The topic of school safety will once again be in the national spotlight on Friday, April 20, which has been designated by some groups as National School Walkout Day. The date has significance as the anniversary of the 1999 shootings at Columbine High School in Colorado. At PPS, we support student-driven conversations and actions to make our schools as safe, welcoming and inclusive as possible. With safety as our top priority, however, we are not able to authorize activities in which students leave campus.

We hope that you take this occasion to talk with your students about how they can add their voices to the ongoing debate over school safety and gun violence. These are critical issues for which all of us must take responsibility. We also hope that you make sure your students know that the safest place to have these conversations during the school day is on campus. When students choose to leave or walk out during the school day, we are not able to guarantee their safety. Further, we have talked with the Portland Police Bureau, and they have let us know they do not have the resources to monitor or intercede in events in which students leave campus during school hours.

We will be closely monitoring school activities on Friday and will make sure school communities are kept informed if there are unscheduled walkouts or activities in which students leave campus. We have established a central "hot line" for parents and others to call with questions or concerns: **503-916-6600**. This number will be staffed throughout the day on Friday.

Here are some questions and answers that may provide additional guidance:

*Q: Will students be punished if they walk out?*



A: Students will not be punished, but they will receive an unexcused absence if they leave school premises. Families and staff should understand that there are specific Board of Education policies on the topic of political activity or walkouts which must be observed.

Q: *What if parents send a note allowing their student to participate in a walkout?*

A: A note will not excuse a student to participate in activities off school premises.

Q: *If students leave school property, will staff accompany them?*

A: Depending on the number of students involved, principals might ask staff to accompany students to help ensure safety, but they cannot lead or actively participate in a march off campus.

Q: *If students leave school property, will police help ensure safety?*

A: The Portland Police Bureau says they do not have the resources to monitor unauthorized school walkouts.

Q: *What can parents do to help?*

A: Please discuss this important topic with your students and watch for messages from your school principal. We know from past events that students may choose to leave individually or as a group. Talk with your students about staying safe and staying in contact.

Thank you for all your support of our schools. It is a pleasure to serve your students.

Dr. Yvonne Curtis, Deputy Superintendent

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