

III. The District and the Association agree that in order to properly serve the Portland community and meet student needs, District Board Policy 2.10.010-P “Racial Educational Equity Policy,” shall be expanded/interpreted to require that:

1. The District shall secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports)
2. The District shall **continue to** provide students and families access to online learning (~~e.g., through~~ digital devices per/student rather than per/family, internet access (“hot spots”), and technology support.
3. The District shall provide ongoing community trainings for parents on using all necessary learning and accountability platforms, tutoring methodology, and content to help them better assist their students in the educational processes.
4. All District support for families, including technology support, shall be in their home language. Supports will include interpretation services provided by video, if requested by a family or educator.
5. The District shall provide dedicated staff teams to consistently support at-risk students, students who had limited or no access to instruction during the spring 2020 school closure, and students who have been out of contact with their teacher.
6. **The District shall provide educators with the ability to utilize fully trained substitute teachers for daily support for students who have shown the need for additional academic instruction or social/emotional support.** (*moved from number 12*)
7. The District shall make available paper materials (in language of instruction) as well as books, art supplies, pencils, manipulatives to support all students, including students receiving Special Education services. The District shall make the materials available at school-based food-distribution sites and/or deliver directly to students’ homes when transportation to sites is an obstacle.
8. The District shall mitigate risks for immigrant students and families who may be undocumented. For example, in contact-tracing, use secure student school IDs in lieu of student names.
9. The District shall publish specific communication plans to avoid marginalization of families where English is not a first language, and opportunities for parent feedback in all school community languages.
10. The District shall provide ER Pay or dedicated time during the workday for educators to implement programs and affinity groups that build on student strengths (e.g., Title VI Indian Education Programs, and clubs such as MEChA, Black Student Unions, and LGBTQ2SIA+ focused groups).
11. The District shall provide Professional Development through embedded noneducator-directed time for differentiated learning opportunities for staff. The topics shall include but are not limited to the following:
 - a. ~~Building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.~~
 - b. ~~Create healing and relationship building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities.~~

- c. How to respond to **adverse childhood experiences, trauma-informed instruction practices**, and collective grieving as it arises.
 - d. Culturally responsive-sustaining instruction, anti-bias and anti-racist teaching, ~~and trauma-informed healing processes,~~ **and navigating differences across culture, power, and privilege**.
 - e. ~~Developing students’ abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.~~
- ~~12. The District shall coordinate a community effort with the purpose of creating childcare cooperatives for staff and PPS families.~~
13. The District shall advertise prominently to students’, parents’, and educators’ hotlines and mental health referral sources to address the growing need.