



Board Policy

4.30.010-P

Student Conduct and Discipline

I. Introduction

A.



Student Conduct and Discipline

The Superintendent or designee will work with all schools and programs to carry out a variety of culturally responsive, evidence-based and trauma-informed practices and strategies for maintaining a safe, calm, and secure school climate. The strategies shall focus on:

1. Communicating clear, appropriate, and consistent behavior expectations;
2. Educating students on behavior expectations;
3. Providing students with tiered supports/interventions;
4. Implementing consistent and fair use of consequences;
5. Encouraging teachers and staff to examine their unconscious bias and its effect on interactions with students;
6. Eliminating disproportionate uses of discipline actions;
7. Continuous review and improvement of discipline practices;
8. Fostering teachers' use of trauma-informed and effective classroom management strategies;

The District recognizes that some students experience disproportionate disciplinary actions in response to their behavior, specifically Latinx students, students with African American or Black, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, LGBTQ Continuum students, and students living in poverty. The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in the use of school and program discipline. As stated in our district Racial Educational Equity Policy (2.10.010-P) and resulting PPS RESJ Framework and Plan, Portland Public Schools understands systemic and cultural racism and the presence of bias in disciplinary actions and is committed to the



Student Conduct and Discipline

3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;
4. Eliminate disparities in applying discipline by assuring equitable tiered interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P, Non-Discrimination & 2.10.010-P, Racial Educational Equity Policy);
5. Are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.
6. Define and communicate expectations for student behavior;
7. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
8. Are developmentally appropriate and in accordance with 4.30.025-AD, Discipline of Students with Disabilities;
9. Use restorative practices to balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall v12 (at)2 (t)2 (f)2 (f2ip)-6 (l7 (uni))2 (.0 (s)4 3 (t)2 (h3 0c)4 ((0 BD[ov)14 (er)7



Student Conduct and Discipline

339.250. The district discourages exclusionary discipline for students in grades PK-5 in accordance with state law.

- B. Discipline of students with disabilities must be in accordance with state and federal laws and 4.30.025-AD, Discipline of Students with Disabilities.
- C. Discipline practices should deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.
- D. The District and schools shall make every reasonable effort to first correct student undesired behavior through family, school, and community-based resources. These efforts involve utilizing a trauma-informed perspective to analyze individual student needs and adult responses, developing preventive, responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.
- E. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably determined to change the student's behavior and to minimize the loss of instructional time. It is the expectation that District representatives consider an individual student's trauma load when discussing discipline. Unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.

III. Monitoring and Accountability

- A. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the Board.
- B. The District shall monitor progress on student conduct in a way that is data driven and responsive to the needs of schools and students.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target tiered areas for support, thus enabling schools and the District to craft solutions.
- D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public as the law permits (OAR 581-021-0330, OAR 581-021-0340). Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-

Board Policy



Board Policy

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OAR 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline)
Adopted 6/2009

Policy Review

This policy will be reviewed every 5 years. It revises 4.30.010-P and eliminates 4.30.030-P Program for Disruptive Students, as well as the Administrative Directive 4.30.031-AD that accompanies it.