

# **Portland Public School District 1<sup>st</sup> Reading**

**DATE: July 16, 2019**

**Public Comment for:  
Policy 4.30.010.-P:  
Student Conduct and Discipline Policy**

## Staff Analysis and Report to the Board

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**Board Meeting/Work Session Date: July 15<sup>th</sup>, 2019**

**Senior Lead: Brenda Martinek**

**Department Lead: Dana Riemer**

**Staff Lead: Juniper Painton-Straub**

(Use this section to briefly explain the item <sup>2</sup> 2-3 sentences)

**I. BACKGROUND**

In order to align with district priorities and national best practice, the Office of Student Support Services recommends updating, including imbedding the principles of our equity policy, trauma-informed practices, restorative justice and tiered systems of support into our Student Conduct & Discipline Policy.

**II. RELATED POLICIES/BEST PRACTICES**

This revision of the Student Conduct and Discipline Policy acknowledges intersectionality of disciplinary action, substance use/abuse and/or mental health challenges and utilizes a trauma-informed lens to guide the discipline practices in this district. With the intention of imbedding equity into our system, the Racial Educational Equity Policy (2.10.010-P) was consulted and is referenced. In an effort to streamline services and build a sustainable system of supports the District is instituting Multi-Tiered Systems of Support (MTSS) framework and the Student Conduct



	<p><b>BOARD POLICY</b></p> <p><b>Student Conduct and Discipline</b></p>	<p><b>4.30.010 - P</b></p>
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I. Introduction

The District desires the use of evidence-based, trauma-informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The District seeks to build a system-wide understanding of trauma prevalence and impact which recognizes that traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which all students feel included, supported, and respected. To this end, disciplinary decision making should include a trauma-informed perspective and focus on restorative practices first and foremost. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement equitable and restorative plans for more intensive interventions and supports.

The District believes the following will reduce the need for disciplinary actions that exclude students from their classroom:

1. Positive school climate
- 2.

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

- x Communicating clear, appropriate, and consistent behavior expectations
- x Educating students on behavior expectations
- x Providing students with tiered supports/interventions
- x Implementing consistent and fair use of consequences
- x Eliminating disproportionate uses of discipline actions
- x Continuous review and improvement of discipline practices
- x ) R V W H U L Q J W H D F K a u n a - I n f o r m e d A n d 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), Portland Public Schools is committed to the success of every student in each of our District Schools and programs shall strive to enforce disciplinary rules fairly, equitably, and without discrimination or bias.

C. Recognizing that Q q 0 BT /F5 11.04 Tf 0.97561 0 0 1 127.34 557.38 Tm 0 g 0 G [( )] TJ ET

6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
7. Use restorative practices to balance the needs of the student, the needs of those directly affected by a V W X G H Q W ¶ V E H K D Y L R U D Q G W needs of the overall school community;
8. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

D. Since we are all invested in the success of our children, it is the shared responsibility of all adults in our school district to ensure that social justice principles are imbedded in our schools and that we take the necessary steps to shift our system to meet the needs of students. These responsibilities will include personal and professional introspection, acknowledgement of unconscious biases, willingness to learn restorative and trauma-informed practices.

District leadership is expected to provide professional development to support these shifts, and to define procedures and practices that build a safe, supportive, and inclusive school climate. Everyone in a school who has direct contact with students is expected to utilize the learning opportunities provided to create and maintain an environment that inspires student learning by using principles of positive behavior support, cultural responsiveness, and trauma-informed H I I H F W L Y H G L V F L S O L Q H S U D F W L F H V W R V X S E R U W V W X

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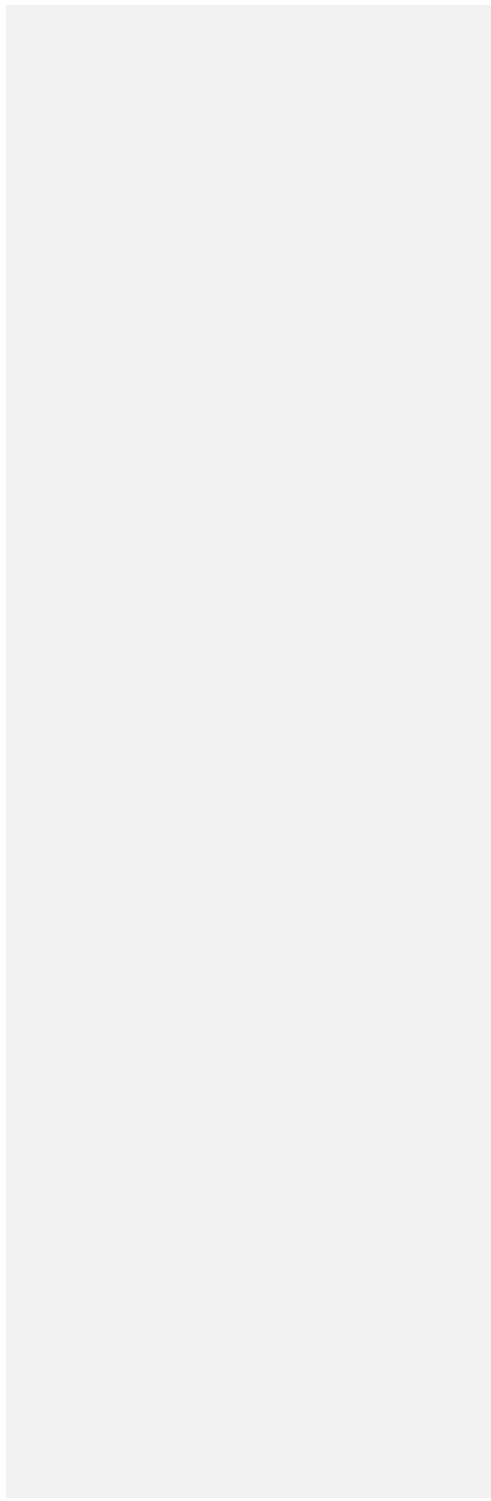
expectations outlining student rights and responsibilities, behavior expectations, tiered interventions and potential disciplinary actions.

- C. Under this policy, resources will be allocated to support a trauma-informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

#### V. Definitions

- x Restorative Practices : District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:
  - o Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.
  - o Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.
  - o Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.
- x Tiered Supports : the main component of a data based Multi-tiered Systems of Support (MTSS) framework. Attention is focused on Tier 1 (universal practices and supports for all students), Tier 2 (targeted small group strategies and supports provided in addition to Tier 1) and Tier 3 (supports at the individual student level).
- x Self-Efficacy : Belief in their innate ability to set and achieve goals.





~~school that promotes academic achievement, ensures safe and drug-free learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.~~

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1.





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~~D. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably calculated to change expectation that District representatives consider an individual when discussing discipline. District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However, Unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.~~

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~~there is extreme disruption of the educational process or behavior that poses a danger to persons or property, exclusionary discipline practices should be the action of last resort.~~

~~IV.~~ III. Monitoring and Accountability

~~A. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.~~

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~~ District.

B. ~~The District shall monitor progress on student conduct~~ in a way that

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- x Self-Efficacy : Help them in their innate ability to set and achieve goals.
- x Social Justice Principles ; values that favor measures aimed at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people.
- x Trauma - Informed Approach: designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

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Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581 -021 -0045, ORAR 581 -021 -0050 to -0075.

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

For Staff Report: 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.

- x Is conducive to student learning
- x Fosters self-efficacy
- x Encourages active participation in their communities



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