



## **PORTLAND PUBLIC SCHOOLS**

### **OFFICE OF Student Support Services**

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**Date:** March 5, 2020

**To:** School Board

**From:** Brenda Martinek, Chief of Student Support Services  
Dana Reimer, Student Conduct Coordinator  
Juniper Painton-Straub, Project Manager, Student Support Services

**Subject:** Revision of Student Conduct & Discipline Policy (4.30.010-P)

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### **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 racial-equity policy, trauma-informed practices, restorative justice and tiered systems of support into our Student Conduct & Discipline Policy. Toward the goal of a more culturally responsive, trauma informed perspective, the Office of Student Support Services met with the Behavior Collaboration Team in winter 2019 and formed a focus group in spring 2019 to update district policies and administrative directives. The team was comprised of Multi-Tiered Systems of Support staff, Portland Association of Teachers representatives, school administrators, data analysts, teachers on special assignment, restorative justice specialists, school discipline manager and district mental health support staff among others.

### **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 racially equitable trauma-informed lens to guide the discipline practices in this district. With the intention of imbedding equity into our system, the work group utilized a racial-equity lens to examine district discipline practices and 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 implementing a Multi-Tiered Systems of Support (MTSS) framework and the Student

Conduct and Discipline Policy must be in alignment with this and the Restorative Justice practices that are integral to this system of support.

### **ANALYSIS OF SITUATION**

Currently, Portland Public Schools has high levels of inequity/over representation in disciplinary actions of historically underserved populations. The Student Conduct and Discipline Policy is outdated, and needs to reflect a more supportive and comprehensive discipline practice that incorporates best practices of Restorative Justice, Multi-Tiered Systems of Support, racially equitable trauma-informed care and equity.

### **FISCAL IMPACT**

Additional professional development for staff in regards to trauma informed practices will be required. A three-year training plan with associated budgets will be developed as directed. There will also need to be increased investment to support restorative justice practices. We expect to utilize and expand our internal resources for these trainings, however financial investment will be necessary to support additional hours and resources. Additionally, the district will need to institute a discipline practices evaluation protocol, train staff on the system, and enforce the expectations district wide.

### **COMMUNITY ENGAGEMENT (IF APPLICABLE)**

The Office of Student Support Services engaged a variety of stakeholders on multiple levels throughout this process. Beginning in early spring 2019, we met with students and teachers to deepen our understanding of what changes they felt needed to be made to the existing student conduct and discipline policy. When it came to making actual revisions to the policy, school administrators and other interested District staff were invited to participate in a bi-weekly work session to incorporate their perspective- we had over 20 school administrators involved as we revised the Student Conduct and Discipline Policy and the accompanying Administrative Directive. We conducted family, student and teacher listening sessions and surveyed students and parents who participated in the Insights Intervention Class specifically as well as extended the invitation to families district wide to provide the same level of feedback. We also involved culturally specific organizations in feedback sessions

The attached document, [2019-20 Discipline Policy Staff, Student and Community Engagement](#), provides specific dates, audiences and essential feedback from these informative sessions, which were incorporated into the revised policy.

## **TIMELINE FOR IMPLEMENTATION / EVALUATION**

The Office of Student Support Services has prepared a three-year plan to build trauma informed care into district practices. District level evaluation of discipline practices and trauma informed care is needed and will be built into future planning.

## **CONNECTION TO BOARD GOALS**

The revised policy is critical to the work we hope to accomplish within our board goals which not only address the academic success of our students, especially those from historically underserved communities, but also their social emotional health which requires the differentiated supports that are built into this policy.

## **STAFF RECOMMENDATION**

Recommend the adoption of the updated Student Conduct and Discipline Policy.

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*As a member of the PPS Executive Leadership Team, I have reviewed this staff report.*

*BJM (Initials)*

## **ATTACHMENTS**

- A. Clean version, Revised student Conduct & Discipline Policy
- B. Redline version, Revised student Conduct & Discipline Policy
- C. Original version as of July Revised student Conduct & Discipline Policy
- D. 2019-20 Discipline Policy Staff, Student and Community Engagement