



Board Meeting/Work Session Date: July 15th, 2019

Senior Lead: Brenda Martinek

Department Lead: Dana Riemer

Staff Lead: Juniper Painton-Straub

SUBJECT: Revision of Student Conduct and Discipline Policy (4.30.010-P)

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 and Discipline Policy needs to be in alignment with this and the Restorative Justice practices that are integral to this system.

III. 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 The Student Conduct and Discipline Policy is outdated, and needs to reflect a more supportive and comprehensive discipline practice that incorporates best practices of Restorative Justice, Multi-Tiered Systems of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, trauma-informed care and equity.

IV. FISCAL IMPACT

Additional professional development for staff in regards to trauma informed practices will be required. A three year training plan will be developed during the 2019-20 school year with associated budgets. 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 also be necessary to support additional hours and resources.

V. COMMUNITY ENGAGEMENT (IF APPLICABLE)

In an effort to engage stakeholders early and often in this process, the Office of Student Support Services conducted family, student and teacher listening sessions as well as a survey. We also involved school administrators and other interested District staff in a bi-weekly work session to incorporate their perspective as we revised the Student Conduct and Discipline Policy and the accompanying Administrative Directive. Below is a list of the most salient points taken from those meetings, followed by the engagements opportunities provided.

- Disciplinary processes need improved communication, consistency and clarity.
- Discipline in the District needs to have an increased focus on equity and restorative practices

- School staff feel the need for tools and resources to improve school engagement and climate

Engagement opportunities to gather feedback on the Student Conduct and Discipline Policy and Administrative Directive

- We held five work group meetings with interested building administrators and other district staff to add varied perspective to the Student Conduct and Discipline Policy and AD
- Nine listening sessions were conducted with students at Franklin, Benson, Cleveland, Grant, Lincoln, Roosevelt, and Alliance at Meek. Approximately 125 students.
- Three listening sessions were conducted with teachers and staff at Cleveland, Lincoln, and Madison High Schools. Approximately 45 teachers and staff members.
- A survey with parents who attended insight class. There were not as many responses as we would have hoped. The survey can be found at: <https://tinyurl.com/yy5rrds4>. We received 37 responses to the survey.
- We have reached out to principals and SUN sites in the hopes of gathering additional parent feedback to build into the Administrative Directive within the month of July.

VI. TIMELINE FOR IMPLEMENTATION/EVALUATION

The accompanying Administrative Directive is in the final editing stages, and the revised Student Right and Responsibilities Handbook is being prepared based on these policy revisions and must be approved to go to print in time for the start of school. Associated Professional development planning will take place during the 2019-20 school year.

VII. STAFF RECOMMENDATION

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

VIII. I have reviewed this staff report and concur with the recommendation to the Board.



Guadalupe Guerrero
Superintendent
Portland Public Schools

July 12, 2019

Date

ATTACHMENTS

(List all supporting documentation, including resolution, etc.)

- A. Current policy
- B. Redlined policy
- C. Clean version of revised policy

PPS District Priorities FY 2018-19

1. *Set a clear Vision and Strategic Plan*
 2. *Create equitable opportunities and outcomes for all students*
 3. *Build management and accountability systems and structures*
 4. *Allocate budget, funding and resources focused on improving outcomes for students*
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BOARD POLICY
**Student Conduct and
Discipline**

4.30.010-P

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. Clear and consistent student behavioral expectations
 3. Trauma-informed and effective classroom management strategies
 4. Parent/family/guardian engagement
 5. Culturally relevant instruction
 6. Developmentally appropriate practices
- B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:
- Is conducive to student learning
 - Fosters self-efficacy
 - Encourages active participation in their communities

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:

- Communicating clear, appropriate, and consistent behavior expectations
- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- 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), 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 student discipline practices are closely related to student achievement, the District expects school practices that:
1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
 2. Are trauma-informed and evidence based, resulting in safer schools grounded in equity, improved student achievement, improved student attendance, and fosters student sense of self-efficacy;
 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);
 5. Define and communicate expectations for student behavior;

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 student's behavior, and the 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 effective discipline practices to support students' prosocial development.

II. Discipline Principles

- A. Discipline must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250.
- B. Discipline practices should deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.
- C. 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.
- D. 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 District.
- 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-discriminatory, and culturally responsive manner.

IV. Implementation

- A. The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.
- B. The District shall publish and distribute to staff, students and parents

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

- **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:
 - 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.
 - 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.
 - Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.
- **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).
- **Self-Efficacy:** students' belief in their innate ability to set and achieve goals.
- **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.
- **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.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, OAR 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

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.



BOARD POLICY
Student Conduct and Discipline

4.30.010-P

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

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4. Parent/family/guardian engagement
5. Culturally relevant instruction
6. Developmentally appropriate practices

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B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:

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

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A. The Board is committed to a positive, respectful, inclusive climate in every

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~~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.~~

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:

- Communicating clear, appropriate, and consistent behavior expectations
- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- 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), 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.

1. ~~Recognizing that student discipline practices are closely related to student achievement, the Board~~District supports~~expects~~ school practices that:

C.

~~Engage parents/guardians early in the disciplinary process:~~

1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
2. Are ~~well-researched~~trauma-informed and evidence based, ~~and~~ resulting in safer schools grounded in equity, improved ~~d~~ student achievement, improved ~~d~~ student attendance, and ~~increased~~

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~~student accountability fosters student sense of self-efficacy;~~

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);
5. Define and communicate expectations for student behavior;
6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;

6.

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 school community;

7.

~~7. Engage parents/guardians early in the disciplinary process;~~

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 effective discipline practices to support students' prosocial development.

II. Student Conduct Principles

A. Proper student conduct, reinforced by an effective discipline program based on best practices and cultural responsiveness, is essential to creating and maintaining a positive, respectful, and inclusive school climate.

B. A positive, respectful, and inclusive school climate is the mutual responsibility of:

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Student Conduct and Discipline

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1. ~~District staff, who are expected to create an environment for student success using principles of positive behavior support/effective discipline practices and cultural competency in managing student conduct;~~
2. ~~Students, who are expected to learn to function effectively in a school environment, learn the consequences of their behavior, develop self-discipline and take responsibility for their actions;~~
3. ~~Parents/guardians, who are expected to take an active role in school efforts to implement positive behavior supports and to work with schools to address their students' needs; and~~
4. ~~The community, whose partnerships are encouraged and welcomed in supporting appropriate student behavior.~~
- C. ~~Students shall comply with the authority of district staff as granted by law and with District standards of conduct including the school-based Student Conduct and Discipline Plan. They shall conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.~~

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~~III.~~ **Discipline Principles**

- A. ~~Discipline should must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250, and match the severity of the student's misbehavior.~~
- B. ~~Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.~~
- C. ~~Discipline practices should prevent/determis undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.~~
- D. ~~Discipline should be used to support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.~~
- ~~The District and schools shall make every reasonable effort to first correct student undesired misbehavior through family, and school, and community-based resources. These efforts involve utilizing a trauma-informed perspective to analyze ~~analyzing~~ individual student needs and adult responses, developing preventive, and responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.~~

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C.

Student Conduct and Discipline

4.30.010-P

D. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably ~~calculated~~ 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. ~~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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Student Conduct and Discipline

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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.~~

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~~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 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 ~~of concern~~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-discriminatory, and culturally responsive manner.

~~V.IV.~~ **Implementation**

- ~~—The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.~~
- A.
- ~~A.B.~~ The District shall publish and distribute to staff, students and parents rules expectations outlining student rights and responsibilities, conduct behavior expectations, tiered interventions and possible-potential disciplinary actions.
- ~~B.A. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.~~
- ~~C. The implementation of this policy and corresponding directives will be consistent with related Federal and State law, District policies, and collective bargaining agreements.~~
- C. Resource allocation decisions to implement this policy will consider the strong link between discipline and academic achievement. Under this policy, resources will be allocated to support a trauma-informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

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Student Conduct and Discipline

4.30.010-P

Definitions

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- 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:
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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

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BOARD POLICY
**Student Conduct and
Discipline**

4.30.010-P

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

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- B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:
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- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- 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), 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 student discipline practices are closely related to student achievement, the District expects school practices that:
1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
 2. Are trauma-informed and evidence based, resulting in safer schools grounded in equity, improved student achievement, improved student attendance, and fosters student sense of self-efficacy;
 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);
 5. Define and communicate expectations for student behavior;

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 student's behavior, and the 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 effective discipline practices to support students' prosocial development.

II. Discipline Principles

- A. Discipline must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250.
- B. Discipline practices should deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.
- C. 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.
- D. 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 District.
- 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-discriminatory, and culturally responsive manner.

IV. Implementation

- A. The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.
- B. The District shall publish and distribute to staff, students and parents

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

- **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:
 - 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.
 - 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.
 - Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.
- **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).
- **Self-Efficacy:** students' belief in their innate ability to set and achieve goals.
- **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.
- **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.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, OAR 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

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.