



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)

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 The Student Conduct and Discipline Policy is outdated, and needs to reflect a more supportive and comprehensive discipline practice that incorporates best practices of Restorative Justice, Multi-Tiered Systems of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

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

2019-20 Discipline Policy Staff, Student and Community Engagement

Date	PPS Staff Lead	Stakeholder Group
3/5/19	Mary Krogh	Student Senate - Franklin
3/12/19	Mary Krogh	Women's leadership group - Benson
4/4/19	Mary Krogh	Chrysalis group - Cleveland
4/4/19	Mary Krogh	General student group - Cleveland
4/10/19	Mary Krogh	Health class - Grant
4/24/19	Mary Krogh	Substance use prevention group - Alliance at Meek
5/3/19	Avy Harris, MSW Intern	Health Class - Roosevelt
5/14/19	Dana Riemer, Charnetta Hutson	Cleveland HS. Teachers and represented staff
5/15/19	Dana Riemer, Charnetta Hutson	Cleveland Students & Teachers
5/22/19	Dana Riemer, Charnetta Hutson	Lincoln HS Students & Dean
5/22/19	Dana Riemer, Charnetta Hutson	Lincoln HS teachers
5/28/19	Dana Riemer, Charnetta Hutson	Madison HS Teachers and represented staff
Major Takeaways	<ul style="list-style-type: none"> ● The need for restorative justice was a common theme, as was the fact that students of color feel they are targeted and treated unfairly. Students requested increased supports in particular culturally responsive resources and talked about the need for the school to do a better job utilizing a variety of formats in communicating. Students of color don't feel safe and wish that they had a cohesive process for reporting harassing behavior, both from students and staff, and want more transparency and communication from administration. The perception is that, if you have resources, you can get away with anything. ● Schools needs increased resources to help students with trauma; Counselors need to have more time to "counsel" students rather than all of their other duties ● Discussed the strengths of having student led initiatives, requested Student Bill of Rights with less focus on discipline in the handbook. ● Equity in discipline is a big problem in discipline, but also in staffing. Staff does not reflect the students. ● There needs to be an option for students who need breaks, because now they are wandering the halls. 	

2019-20 Discipline Policy Staff, Student and Community Engagement

Student Conduct & Discipline Policy enters Policy & Governance Committee Review		
First Reading July 2019, one formal comment which voiced concerns over lack of attention to the needs of students in Special Education, we followed up by intentionally engaging SPEAC and Pioneer families and added language in multiple areas of the policy.		
10/16/19	Dana Riemer	Ockley Green Site Council
10/21/19	Dana Riemer	Special Education Advisory Council
10/22/19	Shanice Clarke	King Elementary families
10/29/19	Pulse Survey	All PPS families (translated into five supported languages)
11/12/19	Dana Riemer, Shanice Clarke	ESL Parent Listening Session
11/13/19	Dana Riemer	George MS
11/14/19	Dana Riemer	Pioneer Program
A summary of the survey and engagements from Fall 2019 is provided below *		
2/13/20	Dana Riemer, Erin Savoia (SPP)	Mt. Tabor MS Racial Affinity Groups, 3 meetings: 6 th grade, 7 th grade, 8 th grade
2/24/20	Dana Riemer	Alliance at Meek Affinity Group
2/25/20	Dana Riemer	Lincoln HS Boys of Color group
2/26/20	Dani Ledezma / Dana Reimer	RESJ Partners
Major Takeaways	<ul style="list-style-type: none"> • Rules need to applied equitably • Suspensions are not an effective means of discipline • Students need a means to reach out about teacher behavior • Need to elevate student voice • Centralize cultural competency, address equity issues in classroom • Staff need equity/unconscious bias training • Staff need resources to support culturally responsive teaching and behavior 	

* FALL 2019 Engagement Summary:

10/29/2019 - The public survey included 125 individual respondents in the English survey, and one in the Russian survey, by which:

- 59.5% of parents never had their student involved in a discipline procedure,

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- 17% of parents had a student involved in a discipline procedure 2-3 times,
- 16% of parents had a student involved in a discipline procedure only 1 time,
- 7.5% of parents had a student involved in a discipline procedure more than 4 times.

Roughly 200 individual responses from listening sessions, and 126 responses from the survey were analyzed, and grouped by theme. Themes were organized when 2 or more responses were aligned.

Fall 2019 Community Feedback	Cumulative Percent
Affirming a deepened restorative-justice district approach to managing discipline practice	34%
Expressed more detailed policy guidance regarding staff support, tools, school climate resources, and mutual accountability due to varied interpretations	25.5%
Affirming district value to focus on racial equity and trauma-informed practices	15%
Create explicit differentiation and protections in policy for PK-5 students	12%
Disciplinary processes with aligned communication, consistency and clarity.	9%
Incorporate a disability justice lens that requires differentiated approaches with students on IEPs and 504s	4%
Express district commitment to emotional regulation and positive reinforcement as alternative discipline supports	2%

*The total exceeds 100% as individuals could provide multiple forms of feedback.

Responses were categorized into 7 themes. The first two themes had a significantly larger representation of community feedback (59%). By count, these two themes had 3 times as many recurrences than any of the remaining themes:

- Affirming a deepened restorative-justice district approach to managing discipline practice
- Expressed more detailed policy guidance regarding staff support, tools, school climate resources, and mutual accountability due to varied interpretations

The next cluster represents (36%) and incorporated the following themes:

- Affirming district value to focus on racial equity and trauma-informed practices
- Create explicit differentiation and protections in policy for PK-5 students

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- Disciplinary processes with aligned communication, consistency and clarity

The final cluster represents (6%) of community feedback:

- Incorporate a disability justice lens that requires differentiated approaches with students on IEPs and 504s
- Express district commitment to emotional regulation and positive reinforcement as alternative discipline supports