



**Student Conduct and Discipline
Implementation Framework**

I. Overview

- A. This directive provides the general framework for implementing the Board’s policy on Student Conduct and Discipline (4.30.010-P). This framework is consistent with District policy, applicable state and federal laws, and collective bargaining agreements. Other related policies and administrative directives provide guidance for specific student conduct and disciplinary practices.
- B. In accordance with state law and Board policy, the intent of student discipline, including suspension and expulsion, is to (1) protect students and staff from harm, (2) provide opportunities for students to learn from their mistakes, (3) foster positive learning environments, (4) keep students in school and attending class, (5) impose discipline without bias or discrimination of students or families on the basis of race, color, national origin, or other protected classes as defined in Non-Discrimination Policy 1.80.020. (6) impose responses to student misconduct that are fair and proportionate, and (7) employ a range of strategies for prevention, intervention and discipline that take into account a student’s developmental capacities.

II. School-Based Student Conduct and Discipline Plan

- A. All schools shall design, adopt, implement, and regularly review a school-based Student Conduct and Discipline Plan. The goal of these plans is to maximize consistency, fairness, and equity in school-site practice by aligning them with Board policies, district administrative directives, applicable state and federal laws and regulations, other District standards, and collective bargaining agreements, while allowing schools to be responsive to their school community.
- B. Student Conduct and Discipline Plans shall be developed and monitored by a site-based team that includes an administrator, general and special education teachers/staff, classified staff, and where appropriate, parents/guardians, students, and community members. This team will report to the school’s site-



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council. To maximize consistency in student conduct and disciplinary practices, collaboration among school personnel and the community is essential.

C. Student Conduct and Discipline Plans shall include:

1. Alignment with District standards regarding appropriate interventions and actions related to student conduct and achievement.
2. Teaching school rules and social-emotional skills.
3. Reinforcing appropriate student behavior.
4. An expectation that each teacher will have a classroom management plan that aligns with the school-based Student Conduct and Discipline Plan.
5. Specific goals and strategies to:
 - a) Establish specific school-based goals and timelines to reduce overrepresentation of students of color in disciplinary outcomes.
 - b) Increase the effectiveness of prevention and early intervention so that disproportionate suspension and expulsion rates across racial and ethnic groups, by gender, among those with disabilities, and other protected classes as defined in 1.80.020-P are eliminated.
 - c) Reduce the amount of learning time students lose due to suspension or expulsion.
 - d) Ensuring that expulsion is used only as a last resort and for (1) conduct that poses a threat to the health and safety of students or staff, (2) when other strategies to change student conduct have been ineffective, or (3) when required by law.
 - e) Increase the equity and opportunity for learning available to suspended or expelled students, including but not limited to alternatives to suspension.



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- f) Provide consistency, fairness, and equitable interventions and consequences across all schools in the district.

III. Responsibilities

- A. Successful implementation of the school conduct and discipline policy is everyone's responsibility. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement plans for more intensive instruction and support while also providing support for those impacted by the student's behavior.
- B. It is a top District priority that the student conduct and discipline system ensures equitable outcomes in applying discipline. To achieve this, central office staff shall:
 - 1. Model positive behavior and cultural responsiveness.
 - 2. Communicate and enforce consistent expectations for all schools.
 - 3. Implement district-wide alternatives to exclusionary practices.
 - 4. Ensure ongoing training, coaching, and professional development for all employees including age and developmentally and culturally appropriate approaches.
 - 5. Coordinate training for parents/guardians and students.
 - 6. Play an active role in assisting schools to develop Student Conduct and Discipline Plans, including providing adequate supporting resources for administrators and other staff.
 - 7. Distribute the *Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights, and Discipline* and/or the *Handbook on Student Responsibilities, Rights and Discipline* to all schools and make both available on the district's website.



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8. Support and maintain a process for collecting and reporting timely data from all schools regarding disciplinary referrals.
- C. All PPS schools shall create an environment for student success and use effective discipline practices and cultural competency in managing student conduct. Schools shall continually teach, model, recognize and reward positive student behavior. They will reduce unnecessary discipline by applying a multi-tiered approach, using disciplinary data and principles of behavior analysis to develop school-wide, small group, and individualized interventions and supports to improve school climate. To achieve this, District school staff and others have the following responsibilities:
1. School administrators shall:
 - a) Model positive behavior and cultural responsiveness.
 - b) Ensure the development and implementation of the Student Conduct and Discipline Plan, including forming the site-based team.
 - c) Ensure that school and classroom rules and expectations, including classroom management plans, are taught, enforced, advocated, posted, and communicated to the entire school community and that school practices are consistent with Board policy and other District standards.
 2. Teachers shall:
 - a) Model positive behavior and cultural responsiveness
 - b) Support a positive classroom and school.
 - c) Develop and implement a classroom management plan that utilizes effective classroom management strategies to create an environment conducive to learning and preventing misconduct.
 - d) Teach and review school and classroom rules and expectations.



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- e) Enforce the school's Student Conduct and Discipline Plan in all settings.
3. School support personnel shall:
- a) Model positive behavior and cultural responsiveness.
 - b) Enforce school and classroom rules and expectations.
 - c) Support implementation of the Student Conduct and Discipline Plan.
 - d) Assist students in accessing appropriate resources.
4. Students shall:
- a) Model positive behavior and cultural responsiveness.
 - b) Learn and follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers.
 - c) Work to improve behavior when behavioral expectations are not met.
5. Parents/guardians shall:
- a) Model positive behavior and cultural responsiveness.
 - b) Take an active role in supporting the school's efforts to maintain a welcoming school climate.
 - c) Be familiar with and support the implementation of the Student Conduct and Discipline Plan.
 - d) Review school and classroom rules and expectations with their children, reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct.
 - e) If misconduct escalates, work with the school as a partner to address the students' needs.



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6. Community members shall model positive behavior and cultural responsiveness and act in accordance with the Student Conduct and Discipline Plan while on district property and at District or school-sponsored activities or events. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

IV. Monitoring and Accountability

A. The Superintendent shall ensure that effective data collection, monitoring, and evaluation systems are in place and supported by appropriate central office staff. These systems shall include using systematic data analysis to:

1. Support data-based planning and decisions.
2. Ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.
3. Allocate professional development and support.
4. Assess the effectiveness of policy implementation and communication mechanisms and strategies.
5. Determine the need for any adjustments or changes in school practices to ensure that they are strengthened and aligned with Board policy.

B. Each school is expected to enter data on disciplinary referrals in a timely manner.

C. Discipline referral data shall be disaggregated by race and ethnicity, gender, those with disabilities, and other protected classes as defined in 1.80-020-P.

D. Discipline referral data shall be reviewed at least monthly by schools and their site-based teams and reported twice a year to their site councils. Data shall also be reviewed at least quarterly by district staff responsible for supervising schools, and at least two times a year by the Superintendent.



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E. Discipline referral data shall be analyzed to monitor and assess how well the equity goals of each Student Conduct and Discipline Plan are being met. Based on this analysis each school shall make appropriate and timely changes in how student conduct and discipline are being addressed in each school.

F. The Superintendent shall report at least annually to the Board regarding progress and ongoing efforts to reduce disparities and to improve equitable outcome goals in applying student discipline.

G. Discipline referral data shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public.

H. The District shall record and report any disciplinary data required by the Oregon Department of Education.

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