



Article 9: Student Support, Discipline, & Safety

2022 NOV 1

Portland Association of Teachers



Outline

- 1 Introduction
- 2 Concerns with PPS management proposal
- 3 What does the PAT proposal include?
- 4 PAT proposal in reality
- 5 Conclusion

Article 9 = Safety for both Educators & Students



The Portland Association of Teachers seeks safety for all persons within a PPS building through a philosophy of Restorative Justice and a Multi-Tiered System of Support framework.

Concerns of PPS Management Proposal

What is being proposed?

- Subjective language in definitions
- Minimizing Educators' professional input
- Removal of key language:
 - Full continuum of special education

Impacts

- Increased safety risks for Students & Educators
- Lack of frontline Educator input/decision-making
- Inequitable access to full continuum of educational services for all students



IMPACT

Article 9 Proposal



What's included?

- Language on the importance of Restorative Justice and Multi-Tiered System of Support
- Discipline must be trauma-informed as described by the CDC
- Educators' professional decision-making honored
- Administration accountability to respond to referrals
- Full Continuum of Special Education services, allowing for students' needs to be met
- Creating a learning environment for students to have a sense of agency, self-efficacy, belonging, safety and support, especially for historically and currently underserved populations
- Adding necessary language on environmental safety

Current Reality in Schools



- Increase in Fighting
- Increase in Drugs and Alcohol
- Increase in weapons on campus
- Increase in Title IX Sexual Harassment
- Chronic lack of subs, especially in low SES schools
- A greater than 250% increase in suicide screenings for the first quarter of 2020-21 compared with first quarter of 2019-20
- Surgeon General has declared a youth mental health crisis in December 2021

ARTICLE 9.4

STUDENT SUPPORT & DISCIPLINE

Each step is in **ADDITION** to the previous step

1

9.4.1

- Before 1st student day:
- Develop and write a **Trauma-informed Schoolwide Support Plan**
 - Identify and designate staff to an **Intervention Space (I.S.)**

2

9.4.2

- Educators develop **trauma-informed classroom support plan**, in class expectations, and a student centered discipline plan.
- District provides **TIME** for Prof. Development to complete that plan

3

9.4.3

- Student is disruptive = Educator provides various, repeated interventions
- If a student continues to disrupt, they may be sent to the location from 9.4.1 & document it with a level 2/3 referral

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9.4.4

- Removal from class in 9.4.3 is NOT:
- Needed student breaks
 - Brief resets
 - Reteaching or conferencing
 - Time-limited self-regulation strategies
 - Restorative Practices
 - Documented with a level 1 referral

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9.4.5

- The I.S. must be staffed by an administrator or professional educator in order to continue learning opportunities
- The I.S. shall have developmentally appropriate materials
- The I.S. staff is focused on I.S. only

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9.4.6

If student in I.S. is:

- unable to self-regulate with staff support for more than an hour, or
- returns to the class 3 or more times in a day

The administrator will contact the student's parent/guardian.

- Student may be referred to school SIT team



Proposal in Action



01 Provides necessary multi-tiered supports for students through a Restorative Justice approach

02 Increases safety for all in PPS buildings

03 Increases equitable treatment of students

04 Takes into account educators' professional perspective while having proactive collaborations with the administration



Main elements



- Implements fully resourced trauma-informed standards and supports
- Reorients PPS' student support & discipline towards fully resourced Restorative Justice practices
- Renews a commitment on safety for students, educators and administrators