



BOARD POLICY
Student Conduct and Discipline

4.30.010-P

I. Introduction

- A. The Board is committed to a positive, respectful, inclusive climate in every 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.
- B. Recognizing that student discipline practices are closely related to student achievement, the Board supports school practices that:
 - 1. Are well researched and result in safer schools grounded in equity, improved student achievement, improved student attendance, and increased student accountability;
 - 2. Provide consistency, fairness, and equitable interventions and consequences across all schools in the district;
 - 3. Eliminate disparities in applying discipline by assuring equitable 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);
 - 4. Define and communicate expectations for student behavior;
 - 5. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
 - 6. 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. Engage parents/guardians early in the disciplinary process;Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

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:

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.

III. Discipline Principles

- A. Discipline should be equitable, timely, fair, developmentally appropriate, 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 should prevent misbehavior before it occurs, and use effective interventions after it occurs.
- 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.
- E. The District and schools shall make every reasonable effort to first correct student misbehavior through family and school-based resources. These efforts involve analyzing individual student needs and adult responses, developing preventive and responsive interventions and providing disciplinary and educational alternatives.
- F. Discipline should start at the lowest possible level reasonably calculated to change the student's behavior and to minimize the loss of instructional time. District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However, unless

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.

IV. 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.
- B. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the Board.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target areas of concern, 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.

V. Implementation

- A. The District shall publish and distribute to staff, students and parents rules outlining student rights and responsibilities, conduct expectations, and possible disciplinary actions.
- B. 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.
- D. Resource allocation decisions to implement this policy will consider the strong link between discipline and academic achievement.

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



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4.30.010-P

I. Introduction

The Board 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. The Board believes the following will reduce the need for disciplinary actions which 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, and is more likely to result in re-engaging the student in learning. The Board of Education 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

A. ~~The Board is committed to a positive, respectful, inclusive climate in every 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 Board recognizes that Latino students, students with African American, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, and students living in poverty (Historically Underserved) experience disproportionate actions in response to their behavior. The Board recognizes that district staff are ongoing learners and desires to identify and address the unconscious biases and other root causes of unfair treatment of students to eliminate disparities in the use of school discipline. Schools shall enforce disciplinary rules fairly, consistently, and without discrimination or bias.

B.C. Recognizing that student discipline practices are closely related to student achievement, the Board supports school practices that:

1. Incorporate student and family perspective at all levels
- 1.2. Are well-researched trauma informed and evidence based, and resulting in safer schools grounded in equity, improved student achievement, improved student attendance, and increased student accountability fosters student sense of self-efficacy;
- 2.3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;
- 3.4. 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);
- 4.5. Define and communicate expectations for student behavior;
- 5.6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
- 6.7. 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. Engage parents/guardians early in the disciplinary process;

9. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

II. Student Conduct Principles Responsibility Statement: A positive school climate is the mutual responsibility of:

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

- A. The Board, who are expected to set and adopt guiding policies for the district which further the wellbeing and success of students, staff and families;
- B. District leadership who are expected to implement policies and define procedures and practices that support a safe, supportive, and inclusive school climate;
- ~~1.C. District School staff, who are expected to create and maintain an environment that inspires for student learning and success using principles of positive behavior support, cultural responsiveness, and /effective discipline practices and cultural competency in managing student conduct to support students' prosocial development;~~
- ~~2.D. Students, who are expected to learn to function effectively interact prosocially in a school environment, learn from the consequences of their behavior, develop self- discipline and efficacy, and take responsibility be accountable for their actions;~~
- ~~3.E. Parents/guardians, who are expected to take an active role and work in partnership with in schools, to understand consequences of student behavior and efforts to help implement positive behavior supports and to work with schools to address their students' needs at home and school; and~~
- ~~4.F. The community, whose partnerships are encouraged and welcomed in supporting appropriate prosocial student behavior.~~
- ~~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.~~

IV.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.B. Discipline practices should prevent deter mis 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~~

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~~contribute to the school community, and is more likely to result in getting the student re-engaged in learning.~~

~~E.C.~~ The District and schools shall make every reasonable effort to first correct student ~~undesired mis~~behavior 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 interventions and providing disciplinary and educational alternatives.

~~F.D.~~ Discipline should ~~take into consideration the understood effects of trauma to the adolescent brain and~~ start at the lowest possible level reasonably calculated to change the student's behavior and to minimize the loss of instructional time. ~~District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However,~~ ~~Unless~~

there is ~~extreme disruption of the educational process or a~~ behavior that poses an imminent danger to ~~others, persons or property,~~ exclusionary discipline practices should be the action of last resort.

V-IV. 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.
- B. The district shall monitor progress on student conduct in a way which 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.

VI-V. Implementation

- ~~A. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.~~
- 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.
- ~~C. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.~~
- D. The implementation of this policy and corresponding directives will be consistent with related Federal and State law, District policies, and collective bargaining agreements.
- E. 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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Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, [ORAR](#) 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

For Staff Report:

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.



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4.30.010-P

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The Board 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**. The Board believes the following will reduce the need for disciplinary actions which exclude students from their classroom:

1. **Positive school climate**
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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, and is more likely to result in re-engaging the student in learning. The Board of Education is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:

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