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## **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 , 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

