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ent with the [PPS Vision](#), [Theory of Action](#), and [Strategic](#)

_____, Portland Public Schools is committed to shifting disciplinary practices, processes, and systems toward restorative practices and eliminating racial disparities in school discipline that feed the school-to-prison pipeline.

A Culture of Physical and Emotional Safety is crucial to realizing our Vision, and PPS strives to create a culture of belonging and respect for all students and adults in our District. We acknowledge that, historically, the educational structure was created to perpetuate white culture and are committed to decentering those deeply embedded values and practices.

There should be no predictable disciplinary outcome based on any personal characteristics of the student. The District seeks to build a system-wide understanding of trauma prevalence and impact, which recognize that traumatic experiences can impact students' educational experiences. The District understands that inequitable disciplinary

Emergent Bilingual or Multilingual, Special Education, and otheron,-

informed and culturally sustaining practices to discipline and to maximize instructional time, community. Student behavior is a communication when put in context. The disciplinary responses these needs and creating an environment that their needs. With this belief, PPS is moving from Restorative Practices for all Pre-K to 12th grade meaningful and accessible instruction and guidance.

opportunity to learn, grow and contribute to the school community.

and Federal law in protecting student discipline data. Staff should use a developmentally appropriate lens when reviewing student discipline history; incidences over five years old should not be considered when making decisions about current interventions, for example an 11th grader's 5th grade history should not be considered

Definitions

60 Day Rule: Commencement Disqualification: Requires that seniors be disqualified from participation in commencement exercises and related activities if within 60 consecutive calendar days of the last senior school day they are found to be in violation resulting in three or more days of suspension or more serious disciplinary action.

CADC: Certified Alcohol and Drug Counselor

Class Exclusion Following Truancy: 6636.36 da >> Bud Tc - On (au) m

totality of the circumstances in which the behavior occurs to determine whether a hostile environment exists. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Sexual Harassment: can happen in person, by text, or on social media. It includes things like making sexual jokes, comments, or gestures; spreading sexual rumors; posting sexual comments, videos or pictures; taking, sending, or asking for nudes; touching or grabbing someone in a sexual way; sextortion by sharing explicit images to coerce or threaten. When this unwelcome conduct is so severe, pervasive, and objectionably offensive that a student can't freely and safely access their education, it is a Title IX violation [4.30.063-AD](#).

Hearing: A formal meeting to review information pertaining to suspected behavior and to make a decision regarding expulsion.

Hearing officer: A principal or other person designated by the Superintendent to conduct a hearing.

Implicit Bias: Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may be unaware that those biases exist within themselves.

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structured physical activity include a teacher-directed game, follow the leader, and even something as simple as tag. This may require a school to provide additional playground equipment or outdoor games. Even when students are climbing and sliding on the playground equipment, “structured recess” includes the teacher as th

District staff shall consider all available alternatives to discipline, focusing first on family and school-based resources. District staff is expected to use a continuum of positive behavioral interventions, strategies, and supports to encourage and reinforce appropriate behaviors conducive to a learning environment.

To promote the consistent application of discipline, the District has developed a system of disciplinary action levels, ranging from least (e.g., conferences) to most serious (e.g., legally mandated expulsions). These actions are defined and specified for various kinds of behavior and are outlined in the Student Rights & Responsibilities Handbook [hyperlink to that section].

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Detention/Loss of Privileges: Requiring students to remain in school for up to one-half hour after the dismissal of school in the afternoon or at another time (e.g., supervised lunch, before school). Detention should not interfere with instructional time.

Exclusion From Activities: The student may be excluded from performing, competing and/or representing the school in school-sponsored competitions, games, performances, dances, and other similar activities, including those that take place after school or off campus, for a period of up to 14 consecutive calendar days starting on the day of the meeting.

If an event or activity is academic in nature and required for a student to obtain a grade, and a suitable alternative is not available, the administrator may permit the student to participate.

At the Administrator's discretion, an athlete, performer, and/or participant on a team, club, and school organization may have additional requirements for attendance and practice. They may attend the event with their team/group/club, but may not dress down, compete, or serve as a representative of the school for the duration of the 14-day period.

Suspension and Expulsion: The intent of this practice in PPS is to give individual schools the time and opportunity to plan for a student's safe return to the learning environment and/or to provide time for investigation to occur. Suspension and expulsion are to be proportionate to the degree

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engage and connect the student to a trusted adult. Consider which supports and interventions have been previously utilized to ensure student understanding of school-wide expectations. Utilize appropriate data tracking systems to determine past interventions and build on previous successes.

Limits on Discipline

In accordance with ORS 339.250, for students who are in fifth grade or lower, the use of out-of-school suspension or expulsion is limited to the following circumstances:

For non-accidental conduct causing serious physical harm to a student or school employee;

When a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a direct threat to the health or safety of students or school employees; or when the suspension or expulsion is required by law.

When an out-of-school suspension is imposed, the school is required to take steps to attempt to prevent the recurrence of the behavior that led to the out-of-school suspension and then return the student to a classroom setting so that the disruption of the student's academic instruction is minimized. School administrators shall examine the situation to determine the role of adult behavior in escalating or de-escalating the

overall school community.

- ” The student has participated in the building-based prevention and intervention programs designed to address student behavior, for example:

School-wide Tier I practices.

If the behavior of concern is a repeated behavior, the student is referred to the school’s Student Intervention Team, and the team participates in a process where interventions are identified and progress is monitored of the interventions (Tier II and/or III evidence-based intervention(s) that relates to the function of the behavior).

The student voluntarily disclosed the behavior.

When determining consequences, staff should reflect upon how their implicit biases may impact their view/understanding of that behavior and seek perspective from someone in the building who is actively engaged in school climate and equity work. To maximize the time students spend in school, exclusionary discipline should only be used when student conduct entails a material and substantial disruption of the educational environment and/or a risk to the physical well-being of students and/or staff or behavior for which exclusion is mandated by District standards of conduct or federal law. The use of expulsion is limited to:

- Conduct that poses a threat to the health or safety of students or school employees; or

- When other strategies to change the student conduct have been ineffective; except that expulsion may not be used to address truancy; or

- As required by law.

In the event that a student’s suspension falls on an unexpected school closure day, including inclement weather, the suspension should be made up the following regular school day.

behavior in consideration of those factors listed above. Suspensions of one or more days must be approved by the principal's supervisor and Student

student(s) home.

Expulsion Hearings

If a student is alleged to have committed an expellable offense, the Student Conduct and Discipline team, including the administrator and their supervisor, should be informed by the administrator immediately to schedule a hearing within 10 days where possible.

For students with IEP or 504 plans, the expulsion hearing process must be in accordance with [Discipline of Students with Disabilities 4.30.025-AD](#), and additional information can be found in the [Special Education Procedural Manual](#). Building Administrator must be present at the Manifestation Determination in order to provide a description of the incident that led to the hearing.

Manifestation Determination: If the student has an IEP or 504 plan, or if the school is in the process of developing one, is assessing the student for eligibility, or if the family has requested that the school

Student Conduct & Discipline team with questions. After no more than nine (9) consecutive school days on suspension, prior to the expulsion hearing, the student must be readmitted to school until the expulsion hearing unless:

In the judgment of the Principal's supervisor or designee, the student's return would pose a threat to the safety of any person. There must be compelling evidence of such a threat, and this delay cannot be for more than five (5) additional days.

The expulsion hearing has been postponed by a written agreement with the parent/guardian because of the student's placement in a medical, substance treatment, or mental health treatment facility, incarceration of the student, or similar

hearing. School staff should endeavor to work collaboratively with the parent/guardian and student conduct and discipline team to schedule the date and time of the hearing within three d

occurred, the hearing officer shall determine the level of discipline (*i.e.*, no expulsion, delayed expulsion with an alternative plan or attendance at the Student Success Center, expulsion, or mandatory 365-day expulsion).

Delayed Expulsion: is a period of intensified supports and structures assigned by a Hearing Officer that should include one or more of the following:

- A definitive start and end date

- A possible referral to the Student Success Center (SSC) where the student attends SSC half-day and is back on their school campus the last half of the day. While attending SSC on a Delayed Expulsion, students:

 - Will attend SSC in the morning and their assigned school in the afternoon.

 - Will be assigned to a Counselor to help guide their progress throughout the program.

 - Create a plan of support with SSC staff and School Staff. The school team should identify one or more specific staff to support the student's reentry to school.

 - Are required to attend all sessions for three consecutive weeks.

 - Follow through with the SSC plan created after completion of the three weeks of attendance.

- An Alternative plan which details what support the student will receive through the remainder of the Delayed Expulsion. Alternative Plan should have the following characteristics:

 - Be founded in trauma-informed practices

 - May include a behavioral or substance use assessment and recommendations for treatment

 - It insulates the school from serious misconduct to the same extent or more than standard disciplinary action

 - Point person/people,

 - clear intended outcome and the steps to get there

 - Interventions and supports

 - Behavioral goals as success criteria

 - Review dates

 - Structured time at school

Outline of school supports and at-home supports

The school shall be authorized to receive information and regular reports on student progress. It contains action to be taken if the student does not successfully complete the plan.

It may include the 28-day restriction from activities for not less than 28-days. The activity ban bars the student from all competitions, games, performances and other similar activities which are either after school, off campus or intramural for a period of 28 consecutive calendar days beginning the day of the hearing.

Referral to the Insight program

Other interventions needed for the student to be successful in school that may include but not be limited to:

Functional Behavior Assessment /Behavior Support Plan

Safety Plan

No Contact Contract

Check in/Check out

Structured Break Plan

Closed Campus

Random and Scheduled Bag / Locker checks

Structured Recess

Restorative Process

Review date to determine student's progress and whether the plan should be altered

The plan shall be implemented throughout the entire period of the delayed expulsion.

Students referred for Arson or other fire-related violations are expected to complete [Portland Fire and Rescue's Youth Fire Setter Education Program](#).

Notice of decision to parent/guardian: The hearings officer shall inform the family by phone of their decision within one school day of the hearing. The hearing officer will write a letter with their decision within two (2) school days of the hearing decision. The school will mail the family the letter with the decision in the same manner as described for the notice of the expulsion hearing. Non-attendance or failure to participate in scheduling efforts: If, after three attempts to set or hold a hearing the family fails to attend the hearing, the hearing officer shall hold the hearing without

the family and mail the family a letter with the decision in the same manner as described for the notice of the expulsion hearing. Families' attendance or non- attendance at the hearing shall not be a consideration in determining responsibility or interventions.

Expulsion following delayed expulsion: If the decision by the hearing officer is to delay the expulsion and:

The school is informed that the student has not complied with imposed intervention services conditions, another hearing shall occur to determine whether the student has violated the terms of their delayed expulsion. The hearing officer will decide the subsequent interventions, up to and including expulsion. Timelines and processes as described apply.

The student has committed a new expellable offense the school, after consultation with the Principal's supervisor and Student Conduct Coordinator, shall notify the family of a new hearing date and time and shall conduct an expulsion hearing before implementing the consequences determined by the hearing officer. Timelines and processes as described apply.

Copies of the letter informing families of decisions regarding suspension or expulsion shall be placed in the student's file, as well as provided to the principal and the Office of Support Services.

Letters to families will be translated into supported languages as needed.

Mandatory expulsion for firearms

Pursuant to state law, the District must expel

The Superintendent (not a designee) is the only individual who may:

Discrimination and Harassment.

Appeals Hearing Procedures: The Superintendent or their designee shall act as the appeals hearings officer to review the record and notify the family of the date set for the appeal hearing.

Appeals Hearings will follow the Hearing format as found on the Student Conduct & Discipline [webpage](#).

The appeals hearing officer shall allow the student's family to clearly explain their point of view and to submit any new evidence relevant to the case. This evidence should be forwarded to the appeals hearing officer 24 hours prior to the appeal hearing to be considered.

The appeals hearing officer shall gather all relevant evidence, which could include:

The hearing result letter.

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