Reference Documents
Youth Development Services supports DCJ’s mission of enhancing community safety and reducing criminal activity by ensuring that our youth have the skills they need for success.

It is well-documented that it makes a real and lasting public safety difference if we establish connections to education and employment, and develop pro-social thinking and behavior in the context of school, family and community. Youth Development Services focuses on **advocacy, skills, opportunities, and supports** to make sure youth are on track toward successful, self-sufficient, crime-free adulthood.

**Advocacy:** Our youth deserve high-quality education services comparable to those available to other youth. We advocate for our youth in school and help youth and parents learn skills to advocate for themselves and succeed with school. We are committed to making sure the voices of youth and parents are heard.

**Skills:** Thinking and behavior are key to success in school, employment, family and the community. We use research-proven strategies to help youth learn and make a habit of pro-social thinking and behavior.

**Opportunities:** Many of our youth and families don’t have access to a lot of the opportunities most people take for granted. Youth Development Services opens doors to quality education, GED preparation & testing for youth who need it, paid work experience, real jobs, and meaningful relationships with caring adults.

**Supports:** Any youth we place in an education program or work opportunity comes with our commitment to stay connected to the youth and family to provide coaching, problem-solving and encouragement. Our goal is to make sure the youth is securely connected to the education or work placement.

Youth Development Services works with the highest risk youth, the majority of them African American and Latino, who continue to be overrepresented in the justice system. We have to get better results with African American and Latino youth. The data show we are making a difference.

YDS staff have developed specialized expertise in our focus areas. This allows for better know-how, better trust with system partners, and better results.

YDS has established effective community collaborations to share cases, improve interagency communication, improve systems and policy, and enhance trust between our partners and us. Through YDS DCJ is leading collaborative efforts to make sure our youth do better and our community is safer.

YDS programs are a key part of the behavior change strategy in DCJ’s Strategic Plan, and support several of the strategies identified in the Juvenile Crime Prevention Strategic Plan approved by the Board of County Commissioners.
Youth Development Services  
July 1, 2009 to June 15, 2010

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Page 2 of 2
Youth Development Services
Multnomah County Department of Community Justice – Juvenile Services Division

We know that crime and recidivism are reduced by creating successful connections to education, employment and community, and by building cognitive-behavioral skills. We work to develop these connections and skills so that our youth will become successful, self-sufficient and crime-free adults.

YDS Services Offered

School Reconnection: Getting High-Risk Probation Youth Back Into School.
Reconnection assists high-risk probation youth and their families in navigating complex education systems, exercising educational rights, finding the right educational program, and addressing behavioral issues so the youth can successfully reconnect with an appropriate education program. Services include:
- Transition Planning
- Advocacy (Placement, IEP Participation, Behavioral Support, Ongoing Follow-up for Retention)
- Referral to Services, including Education Support Center

Education Support Center: Preparing for the Transition Back Into School. ESC focuses on preparing our highest-risk probation youth for successful reconnection to an appropriate educational program. This is a bridge program to support youth in the return to school. Youth report to the program daily from 9AM -2PM for education services and cognitive-behavioral skill building. Services include:
- Educational Assessment
- Literacy, Social Studies & Math Education
- Credit Retrieval, Credit Transfer
- Special Education Services
- GED Prep
- Cognitive-Behavioral Skill Building

Employment Coordination: Preparing Youth for Successful Employment. Employment Coordination is much more than getting youth jobs; it’s about connecting our youth with opportunities in our community to learn skills for successful employment, increase career options, and become established on a course toward self-sufficiency. Services include:
- Employment Readiness training
- Connection with vocational programs
- Job Placement
- Stipend/work experience opportunities
- Ongoing Follow-up for Retention

Cognitive-Behavioral Skill Development Courses: Pro-social thinking, pro-social behavior. Cognitive behavioral courses help youth find ways to align their pro-social attitudes, values and beliefs with pro-social behavior. Services currently include the following NCTI Crossroads courses:
- Anger Management
- Gang Involvement
- Cognitive Life Skills

School Partnership Investment: Through agreements with Portland Public Schools, DCJ provides two full-time Juvenile Counselors to supplement staffing in PPS’s Delayed Expulsion School Counseling Center and Major Suspension Program, both of which are focused on addressing problem behaviors so that youth can stay in school.
MULTNOMAH EDUCATION SERVICE DISTRICT
AGENCY GOALS 2009-2011

*Draft*

By the beginning of the 2011 biennium, MESD will accomplish the following goals:

1. Connect 1000 new underserved youth with key components for their educational success.

2. Work with our component districts to ensure 100% of service options within the Local Service Plan are over 80% utilization to stabilize MESD workforce employment.

3. Ensure that all MESD Board members and staff members will complete at least 10 hours of prescribed professional development directly relevant to each member's current role with the MESD.

4. Complete the review of MESD operated facilities by March 2011. MESD will decrease storage space needs by 20% and decrease annual facilities costs by 10% at the end of the biennium.

5. Increase fiscal stability by using a biennial budget and by increasing fee for service revenues by 1 million dollars a year until we reach 33% of all MESD revenues.

6. The Board will complete a comprehensive review of Board policies and make recommended changes.

7. Participate in the development of transformational legislation by the 2011-2013 biennium with outcomes to be implemented by the end of the 2011-2013 biennium.

Reconnecting Youth – Project

A Multnomah Education Service District - Community Initiative
Intergovernmental Agreement

PROBLEM: Too many youth are disconnected from education and too few are able to reconnect with educational options and funding.

VISION: Successfully reconnect students with necessary resources to become productive citizens contributing to their communities.

PURPOSE: To create a partnership that brings together school districts, education providers and community resources to weave together systems and strategies that maximize student potential from cradle to career

GOALS: Every student will...

- Be SUPPORTED inside and outside of school
- BE PROVIDED with educational options
- SUCCEED academically
- PREPARE for and enter the next transition

Districts Agree To:

- School Districts agree to allow MESD to identify disconnected youth not currently in school and allow the MESD to facilitate student access to an education program. This program may be outside the youth’s resident school district.
- Each district will provide a point of contact to provide MESD a list of providers within the district boundaries.
- The Resident District holds the responsibility of ensuring a free, appropriate public education (FAPE) in the least restrictive environment (LRE) for students on an Individualized Education Program (IEP), but may delegate provision of services.
- The Nonresident District shall report the student as a resident student for ADM per ORS 339.133. The Resident District turns over to the Nonresident District all portions of the ADMr and the ADMw that is paid from the State School Fund. Funds may only be exchanged between the districts for the student based on the Interdistrict Transfer Agreement.
• The Claiming District (non-resident) school receives and accepts accountability for the student (dropout/early leaver reporting) being placed along with state assessment scores, which will effect AYP and Report Card reporting.

Education Providers Agree To:

• Education providers (MESD, District and Community-Based Programs) agree to accept disconnected youth based on claimed ADMw for new students to fill unused capacity. The student profiles will be matched with the Provider’s ability to provide as documented by the MESD screening process.

• Education provider will maintain all student IEP’s and all eligibilities in accordance with State and Federal standards.

• Education provider will communicate with Resident Districts regarding each student’s IEP and communicate directly with Resident District’s designated contact persons within the business office, special education office, and any additional individuals the Resident District designates.

• Education providers will report monthly to Districts regarding each student’s attendance. If a student has 10 or more days of non-excused absences, the student will be dropped from enrollment and reported to the MESD Transition Center(s) staff.

• Education providers will bill all participating Resident Districts quarterly beginning June 15, 2010 for Reconnected Youth enrolled in their programs.

MESD Agrees To:

• MESD will report to Districts of the status of unconnected and reconnected youth and provide monthly enrollment reports.

• The MESD will ensure that reconnected youth are initially placed in programs with resident district providers based on an agreed-upon ratio.

• MESD will do intake, assess academic and support needs of student and provide educational services to high-risk students who are not currently in school at MESD operated Transition Centers until a long-term educational placement can be provided.

• MESD will provide all Districts with a monthly list of students enrolled in the MESD Transition Centers and/or placed in ESD, District, and/or Private Community-Based education programs.

• MESD will report monthly to Districts regarding each student’s attendance at the Transition Center. If a student has 10 or more days of non-excused absences, the student will be dropped from enrollment. Students may be referred to the MESD Transition Center by District, community-based organizations and/or be self-referred.

• MESD will bill all participating Resident Districts quarterly beginning June 15, 2010 for youth enrolled in the MESD operated Transition Centers.
• The MESD will complete an Interdistrict Transfer Agreement on behalf of the districts in Multnomah county in order to facilitate student placement in the accessible programs within the county that best meet the needs of Reconnecting Youth students regardless of where the student resides.

• The MESD Interdistrict Placement Agreement (Exhibit A) will contain the following data about the student whom is the subject of the transfer:
  (a) Legal Last Name
  (b) Legal First Name
  (c) Legal Middle Name
  (d) Gender
  (e) Date of Birth
  (f) Enrolled Grade
  (g) House Number/Street Address: (P.O. Box as determined by District Superintendent or Designee)
  (h) Apartment Complex
  (i) Apartment Number
  (j) City
  (k) State
  (l) Zip
  (m) Resident School District
  (n) Nonresident School District
  (o) Effective Date of Transfer
  (p) Primary Phone Number of Parent/Guardian/Person of Parental Relationship
  (q) Secondary Phone Number
  (r) Parent/Guardian/Person of Parental Relationship Name
  (s) Individualized Education Plan (IEP) for Special Education Services: If the student seeking transfer has an IEP in place, both the sending and receiving districts need to ensure required services are provided.
  (t) Interscholastic Organization participation: A transfer does not guarantee eligibility to participate in competitive activities/athletics at the receiving school. Competitive eligibility is determined by the organization’s rules.
  (u) Student suspension reason and when
  (v) Student expulsion reason and when
  (w) Reason for the transfer request
  (x) Attendance records
  (y) Certification of truth: Parent/guardian/Person of Parental Relationship to certify the above information is true
  (z) Signature of Parent/Guardian/Person of Parental Relationship with date
  (aa) Final Action of Resident District with Approved or Denied; Reason for denial
  (bb) Resident Superintendent/Designee Signature with date
  (cc) Final Action of Nonresident District with Approved or Denied; Reason for denial
  (dd) Nonresident Superintendent/Designee Signature with date
I have read this Agreement including the attached Exhibit(s). I certify that I have the authority to sign and enter into this Agreement. I understand the Agreement and agree to be bound by its terms.

Centennial S.D.
Superintendent/Designee: ___________________________  Date: ____________

Corbett S.D.
Superintendent/Designee: ___________________________  Date: ____________

David Douglas S.D.
Superintendent/Designee: ___________________________  Date: ____________

Gresham-Barlow S.D.
Superintendent/Designee: ___________________________  Date: ____________

Parkrose S.D.
Superintendent/Designee: ___________________________  Date: ____________

Portland Public Schools
Superintendent/Designee: ___________________________  Date: ____________

Reynolds S.D.
Superintendent/Designee: ___________________________  Date: ____________

Riverdale S.D.
Superintendent/Designee: ___________________________  Date: ____________

Multnomah E.S.D.
Superintendent/Designee: ___________________________  Date: ____________

Education Provider
Director/Designee: ___________________________  Date: ____________

Multnomah Education Service District
A Regional Cooperative Opening Doors to Education
Appendix
Exhibit A

MESD Reconnecting Youth
Inter District Placement Agreement Request Form

SCHOOL YEAR ______________________
For Office Use Only

NON-RESIDENT DISTRICT ________________ RESIDENT DISTRICT ________________

Male ___ Female ___

Date of Birth ________________ Enrolled Grade ________________

Legal Last Name ____________________ Legal First Name ____________________ Legal Middle Name ____________________

House Number/Street Address ________________________________ Apartment Complex ____________________ Apartment # _________

City ____________________ State __________ Zip __________

Primary Phone of Parent/Guardian ____________________ Secondary Phone ____________________

Parent/Guardian Name (Person in Parental Relationship) ________________________________

Is the student on an Individualized Education Plan (IEP) for Special Services? ______ Yes ______ No

Does the student plan to participate in interscholastic activities? ______ Yes ______ No

Has the student been suspended? ______ Reason: ____________________ When? ________________

Has the student been expelled? ______ Reason: ____________________ When? ________________

Is the expulsion still in effect? Yes ______ No ______

Reason for the transfer request (explain in detail). If more space is needed please attach additional sheets to this form:

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Attendance Records Attached? ______ Yes ______ No If no, reason:

________________________________________________________________________

I hereby certify that the information I have provided is true and I understand that falsely responding to any of the questions herein will result in denial and/or revocation of this request. I acknowledge that the resident and non-resident districts will exchange student educational records and other educationally relevant information.

Signature of Parent/Guardian ____________________ Date ________________
(Person in Parental Relationship)

Final Action of Resident District: ______ Approved ______ Denied Reason for Denial/Comments: __________________

Superintendent/Designee: ____________________ Date: ________________

Final Action of Non-Resident District: ______ Approved ______ Denied Reason for Denial/Comments: __________________

Superintendent/Designee: ____________________ Date: ________________
Helping our high school dropouts avoid the one-way trip to Nowheresville

Published: Wednesday, May 26, 2010, 8:14 PM     Updated: Thursday, May 27, 2010, 2:23 PM

The Oregonian Editorial Board

Oregon educators report that just 66 percent of young people entering Oregon public high schools graduate on time. That leaves a troubled third of our young people in a limbo of playing catch-up, getting a GED or alternative degree -- or, worse, dropping out altogether.

That last group is the most alarming. It numbers more than 8,000 in the eyes of Oregon officials. Considering everything, the number is more like 14,000.

Here's what these kids didn't know on that heady adolescent day they punched the one-way ticket to Nowheresville by dropping out:

Nowheresville is a place of borderline to outright poverty and strained families whose children repeat a cycle of bitter survival against taller and taller odds. But the residents are not the only losers. The larger society fosters a growing, needier underclass.

In Portland's public schools the numbers are yet worse. Just 53 percent graduate in four years. The knowledge that kids aren't graduating on time or at all in part drives the school board now in reorganizing the district.

But tackling this Oregon problem will take some doing. That's because the problem extends well beyond the high school years.

It shows up in elementary schools, in challenged reading skills among third- and fourth-graders. It shows up in arriving ninth-graders who, testing showed along the way, are slightly but persistently math-deficient. And it hits especially hard those showing up from economically disadvantaged homes and those of color.

Sadly, the high school years happen almost too late to fix the high school years. That's when demands pile up, pushing the frightened or disconnected to seek out too many electives or, worse, the door marked Exit.

In releasing the numbers, state schools Superintendent Susan Castillo optimistically said Oregon educators finally have a tracking system that can help parents and teachers assist those students most likely to slide off course and miss graduating on time or at all. She's right, as far as that goes, as was the federal government in requiring it.

But the nifty new system must not narcotize anyone against its ugly findings. We've got to do better from the elementary years forward, even with new budgetary challenges.

The alternative continues a documented downward push. The Educational Testing Service in 2005 found the already low income among male dropouts had declined 35 percent over three decades ending in 2002. And it found high percentages of dropouts were not employed at all -- the people, ETS wrote, who would "wander through life like lost travelers, without guidance or goals, and many end up in prisons."

In the postwar manufacturing economy, it was not uncommon to leave high school unfinished, work on an assembly line or in a sawmill, and earn a decent wage through retirement. But that went away as we shifted to services and pushed the educational attainment bar higher.

Some districts, among them Hillsboro and Tigard-Tualatin, show far better graduation rates because they're all over the student who shows slippage early on. That's precisely the retooling needed in many Oregon schools, especially those in larger districts.

Doing so will make these dire graduation rates count for something other than bad news and keep any number of kids out of Nowheresville.
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.


History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009
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.

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-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 minority youth 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) Increase the equity and opportunity for learning available to suspended or expelled students, including but not limited to alternatives to suspension.

e) 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 the Handbook on Student Responsibilities, Rights and Discipline to all schools and make it available online at www.pps.k12.or.us.
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.
   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 the 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 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.

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.

### 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.

Policy Implemented: 4.30.010-P

History: Replaces former 4.30.011-AD Standards of Conduct – Implementation

Appvd: 2/10
### Students by Expulsion or Out-of-School Suspension by Race/Ethnicity with Relative Rate Index (RR)

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**Notes:**

1. For most of the schools and programs reported here, October enrollments are representative of the total number of students served throughout the school year, and thus a reasonable basis for calculating suspension and expulsion rates. However, for Alliance HS, an alternative high school serving 16- to 21-year-olds previously unsuccessful in traditional high school programs, the total number of students served during the school year may be as many as 2 to 3 times greater than October enrollments. Consequently, suspension and expulsion rates reported for Alliance HS should be viewed with caution. Pioneer Programs, similarly take students throughout the school year, therefore October Enrollment is not a good representation of the total students served.

2. Relative Rate Index (RR) provides a single index number that indicates the extent to which the volume of contact or activity differs for minority youth and white youth. RR is calculated as the percent of activity involving minority youth divided by the percent of activity involving majority (white) youth. This is the methodology recommended by the USDA Office of Juvenile Justice and Delinquency Prevention to address the question of: Are there differences in the rates of contact (e.g., arrest) that are based on race or ethnicity?

3. The mention of ethnicity percentages shown are unduplicated students of a given ethnicity with at least one Major Referral divided by October enrollment. *Discipline* counts and rates are suppressed where enrollment falls below 6 students. Percentages based on a small number of students are not statistically sound and do not support comparison.

4. Blue text highlights 2010-11 Tier 1 Academic Priority Schools.

5. Racial composition of schools and programs. Point Ruston Charter School is a charter school that serves students in grades 9-12.

6. *For most of the schools and programs reported here, October enrollments are representative of the total number of students served throughout the school year, and thus a reasonable basis for calculating suspension and expulsion rates. However, for Alliance HS, an alternative high school serving 16- to 21-year-olds previously unsuccessful in traditional high school programs, the total number of students served during the school year may be as many as 2 to 3 times greater than October enrollments. Consequently, suspension and expulsion rates reported for Alliance HS should be viewed with caution. Pioneer Programs, similarly take students throughout the school year, therefore October Enrollment is not a good representation of the total students served.*

7. **Major Discipline Referrals are out-of-school suspension (exclusion from school for at least one but not more than 10 days) and expulsion. Counts of students referred are unduplicated within a school. For example if a student at one school received two out-of-school suspensions and one expulsion, that student will be counted once in the student row, with major incidents being included for that student in the total incidents row for that school. Caution should be exercised when comparing discipline data across schools and years. Although District policies and regulations increase consistency in addressing and reporting student discipline incidents, corrective action is based on an understanding of the individual student and ultimately determined by the best professional judgment of the administrator.**
School Discipline Assessment

A plan for parents, community members and partner agencies to assess school discipline and classroom management in PPS schools.

The School Discipline Assessment Process is designed for

- Transparency around school discipline policy and practice
- Accountability to parents, partners and the community
- Increasing mutual understanding between schools and the community
- Providing a meaningful role for parents and the community in improving school climate
- Evaluating how effective school policies are and how school staff are actually carrying out the policies in every day practice.

How it works
Mixed teams of parents, community members and school staff visit schools to assess classroom management and school discipline practice. They have full access to the school. Teams must be culturally diverse. The assessment is designed in advance by CEP coalition members and PPS staff, and focuses on compliance with standards from school policy and from the National Resolution For Ending School Pushout. In advance of the visits all participants are trained together on the assessment process. For each standard, a rating of Complies or Does Not Comply is given, along with explanation in a Findings/Comments section. The assessment forms are completed by the teams and the compiled results are shared with CEP and PPS. PPS writes a response to areas of concern in the assessment, including any corrective action to be taken, including timelines and a plan to report progress to CEP.

How to Get Started
The first step is to forge an agreement between PPS & CEP on:

- The Values Behind the Assessment and its Purpose;
- Which School(s) to Assess – how wide is the scope? Start with a pilot?
- Cooperation from the School(s) to be Assessed;
- Who the Primary Coordination People Will Be;
- The composition of the Assessment Teams;
- How the Team will be Trained;
- The Assessment Instrument;
- Timelines;
- How the School Assessment Visits Will Work (what’s included, how wide, how deep);
- A PPS response to the assessment findings including any corrective action to be taken, timelines and a plan to report progress to CEP.

Shared Ownership
The School Discipline Assessment is envisioned as a shared process, one in which schools and community members identify together what’s going well in schools and specific areas for improvement. A very similar process is being used successfully with Multnomah County’s Juvenile Detention facility. The assessment process is friendly, and propelled by a shared interest in assuring conditions in the facility are humane, fair, and supportive to youth development. The CEP coalition wants to build a similar partnership with PPS for the good of our children and community.
Millions of children and youth are denied educational opportunities in the United States. This injustice results from systemic inequality and a lack of public commitment to doing what is necessary to keep all young people in school. Every year, too many students are pushed out of school by degrading environments and harsh disciplinary measures that undermine their learning.

Members and supporters of the Dignity in Schools Campaign (DSC) drafted this Resolution to reframe the debate about school climate and discipline from one that favors the punishment and exclusion of children to one based on human rights. The DSC is a national coalition of advocates, organizers, youth, parents, and educators. The Resolution has two goals. It confronts the many factors that contribute to pushing youth out of schools, such as harmful disciplinary practices, inadequate curriculum, and lack of parent and family participation in decision-making. It also provides targeted recommendations to promote positive school climates and alternative approaches to discipline as essential elements for ending this crisis in our schools.

We, the undersigned, call upon federal, state, and local education agencies to challenge the present conditions that lead to many thousands of students being pushed out of school, and to promote positive learning environments and discipline policies to ensure that each student completes his or her education.

I. The School Pushout Problem

A. School pushout occurs from kindergarten through high school and results from numerous factors that prevent or discourage young people from remaining on track to complete their education, including: unwelcoming school environments and low expectations for students; lack of adequate resources and overcrowded schools; lack of parent, student, family, and community participation in school decision-making; over-reliance on zero-tolerance practices and punitive measures such as suspensions and expulsions; violations of due process rights, the ceding of disciplinary authority to law enforcement or security personnel, and over-reliance on law enforcement tactics to control school discipline; use of corporal punishment in schools; overemphasis on high stakes testing; poor or limited teacher training and support; inadequate curricula that fail to meet individual or special education needs; little or no academic mentoring and support for students; lack of effective and equitable college preparatory and career counseling services; a failure to make relevant student data accessible and available to the public; and a history of systemic racism and inequality.

B. These factors impact all students, but disproportionately impact historically disenfranchised youth, including: students of color; students from low-income families; students with developmental, physical, and mental disabilities; students who are lesbian, gay, bisexual, and transgendered; English language learners; immigrant and undocumented youth; homeless youth; children and youth in state or foster care; pregnant and parenting teens; and students in the juvenile justice system and alternative education settings.
C. Pushout has severe and lasting consequences for students, parents, schools, and communities. Students experience diminished academic opportunities and social alienation. They are pushed into substandard alternative schools and GED programs, are less likely to earn standard high school diplomas, and are less likely to enter and succeed in institutions of higher learning. Students have an increased risk of involvement in the juvenile or criminal justice system and face long-term diminished future job opportunities. Parents experience significant emotional stress, social isolation, and financial burdens, including job loss when they miss work. Schools suffer as ineffective and harmful policies become institutionalized and teachers feel alienated and mistreated, resulting in high absence and turnover rates. Communities suffer as young people are further disenfranchised and cycles of poverty, segregation, and crime are perpetuated.

II. Positive Approaches to School Climate and Discipline: Essential Elements to Ending Pushout

Fundamental human rights principles, recognized in the Universal Declaration of Human Rights and the Convention on the Rights of the Child, offer a framework that shifts our approach to education and school discipline in the United States. In accordance with these principles, we demand that:

1. Education and discipline policies be aimed at the full development of the child, ensuring that:

   • School staff actively builds positive school cultures that support students’ social and academic development, and recognizes that students are still maturing and developing.

   • Schools adopt evidence-based discipline policies and practices, such as Positive Behavior Interventions and Supports (PBIS) and restorative practices.

   • Schools minimize suspensions, expulsions, and other exclusionary discipline policies.

   • Schools adopt targeted practices and programs to identify and meet the academic, social, and emotional needs of disenfranchised students and students at risk of being pushed out.

   • Schools collaborate with other systems - including child welfare and juvenile courts – to support a strong academic continuum and system of behavior support for each student.

   • Staff is well-trained in positive approaches to discipline and is held accountable for discipline practices and policies through state and federal legislation, and through transparent data collection and reporting on disaggregated suspension, expulsion, and removal rates, and dropout data that captures all students who leave school.

   • In combination with these positive approaches to discipline and in order to engage students and create positive environments for learning, schools:

     ° Adopt teaching methods and practices that take into account the academic level of each student and ensure academic continuity from grade to grade.

     ° Utilize curricula that are challenging, engaging, and creative, that recognize students’ different learning styles and deemphasize or eliminate high stakes testing.

     ° Make sure that educators, staff, and administrators reinforce high expectations for all students and make college preparatory and vocational activities available to establish a culture of youth prepared for lifelong learning.
• All schools receive equitable funding from federal, state, and local governments enabling them to provide adequate resources and quality services, including positive discipline practices, for all students.

2. Human dignity is protected in schools, ensuring that:
• School-wide initiatives teach and convey a clear message to students and school staff of respect for all cultures and learning styles, and an expectation for all students and staff to promote human dignity and cultural sensitivity in all interactions with others.
• Overly aggressive law enforcement tactics, corporal punishment, the use of Tasers, and other degrading practices are eliminated and school safety personnel are required to complete mandatory training on positive support and discipline of children, the unique needs of students with disabilities, students’ rights, and cultural sensitivity.
• Educators and staff familiar with child development supervise safety personnel in schools. Law enforcement personnel must not bear responsibility for enforcing school discipline. Safety personnel should be included in all events and training related to building positive school environments.

3. Students will not experience discrimination of any kind, ensuring that:
• School staff challenges and eliminates negative and biased perceptions of students and parents.
• School staff develops and implements plans to reduce and eliminate the higher numbers of suspensions and expulsions targeted at students of color and other disenfranchised students; doing so will ensure more equitable consequences for all students.

4. The right to participation of students and parents will be respected and upheld, ensuring that:
• School staff encourages and promotes more frequent and meaningful parent and student participation in the development and implementation of school discipline policies and practices, through proactive and timely communication using friendly and accessible language.
• Educators receive training and support to interact positively and build relationships with students and parents, and partnerships with communities.
• School and district staff recognize and protect due process rights for students in school discipline cases.

To create a fundamental cultural shift in schools and authentically change school climate and discipline practices, we must elect and hold accountable leaders who support our vision for dignity in schools, and bring key stakeholders together to achieve support for this vision.

For more information about the Dignity in Schools Campaign, school pushout, and human rights visit www.dignityinschools.org