

DRAFT

Code:
Adopted:

Parkrose School District
Equity Policy: Eliminating Disparities in Exclusionary Discipline

(This policy would be given a Policy Number that is near the “Discipline” Policy Letters in the J or Student Section of District Policy.)

The Parkrose School District believes that the purpose of student discipline is to teach students effective behavior to help them transition into adulthood knowing and understanding the rules of society that allow students to become productive members of society.

We believe that it is crucial to include students in the discipline process and decision as these actions have crucial consequences for their lives today and in the future.

Parkrose School District believes that in order for its students to receive their maximum educational benefit, they must attend school as much as possible. To this end, we, as a school district, are committed to minimizing the number of exclusions from school as a consequence for negative student behavior.

We as a school district believe that we have a pervasive issue with disparities in the number and frequency of disciplinary exclusions of students from school by race and this policy seeks to change that fact. We believe that there are promising and best practices to reduce exclusionary practice that the school district should explore.

Promising Practices include:

Positive Behavior and Intervention Supports (PBIS)
Restorative Justice
Trauma Training
Culturally Responsive Teaching Practice
HB 2192 “Zero Tolerance”
Treatment for Drug and Alcohol Abuse
School Based Health Center resource
Hearings Officer Training
Student Management Specialists

The Superintendent is responsible for the creation of the Administrative Rules to accompany this policy that provide clear direction for the implementation as well as measurement methodology to ensure the success of this policy.