



## Policy and Regulation Public Comment JG-BP: Student Conduct & Discipline

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>I object to the listing of "willful disobedience" as something that is punishable. [REDACTED] was "willfully disobedient" when the situation, in my view and [REDACTED], required disobedience. Who decides what "willful disobedience" means? Often teachers and staff try to exert power over students, which results in "disobedience."</p>	Rebecca Easton	Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.
<p>1. Staff members have not all been trained on the new discipline model. What is the district's plan to train everyone?            2. How will the model be implemented daily into school schedules?            3. What should the feedback between admin and staff look like? So far, there hasn't been much feedback given to staff.            4. What is the ultimate plan for students who are unable to remain at their neighborhood schools?</p>	Christine Clark	Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.
<p>1) All employees are not trained in restorative justice practices. Until paid training for all employees, this should not become the standard.            2) When are employees supposed to have these conversations? There is not time in the day to have a meaningful, restorative justice conversation. Before school, students are not in school until the bell rings. After school, students have to catch busses. the rest of the day, employees and students are in classes.            3) In order for restorative conversations to be had, they need to occur within a certain time period after the event that needs to be discussed. Employees cannot leave classes and their lessons to have this conversation. Conversations cannot be had at the expense of thirty other students in the class, who are</p>	Jessica Colburn	Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.



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<p>ready to learn. Additionally, who is going to watch our classes while we have these conversations? There are not enough employees to cover our immediate needs, much less cover a class for a restorative justice conversation.</p> <p>4) What are the next steps? There will be students this process does not work for, making an unsafe environment for them, other students, and employees.</p> <p>5) How will this process be clearly and effectively communicated between admin and staff? Employees cannot have these conversations, send a student to the office, and then have the student back in class the next day with no follow-up.</p>		
<p>I think it would be helpful to have a clearly defined policy on students physically hurting staff members; something similar to the policy regarding students bringing weapons to school. The policy should be organized, clear, and equitable across grade levels. For example, if we can have a policy for K-12 regarding bringing weapons to school then we can have one for K-12 regarding physically harming staff members. To be clear, I am not expecting an immediate suspension, just a clearly stated measures on what happens when a student reacts physically to a staff member. If there are building policies regarding this practice I have yet to see one.</p>	<p>Sydney Murphy</p>	<p>Thank you for your feedback. Bend-La Pine Schools is currently assessing where suggested language may be appropriate in policy.</p>
<p>I don't have any specific line or paragraphs to reference, however the following comments deal with the concerns around implementation of RJ as proposed in board policy. The philosophy of RJ practices are well founded. In addition, RJ and non-exclusionary practices are trauma informed, equitable, and it take less time to solve a problem durably than traditional disciplinary measures. However, if there is an "ask" of union</p>	<p>Jake Slodki</p>	<p>Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.</p>



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<p>members to implement this without the correct level of professional development there should be no expectation that this will be implemented districtwide. There will, of course, be silos of implementation with varying degrees of fidelity based on the comfort level of administration and staff. As a whole the Bend La Pine school district has a disconnect between what is offered as PD and who takes advantage of those opportunities. For example during the voluntary Innovation Conference where two nationally recognized speakers, who are considered experts in their field, presented to the attendees. As this was a voluntary event only those interested in Proficiency based Grading and Equity in Schools attended. Is this the intended audience? It could be said those who did not attend are the individuals who need to attend the most. In order to bring this back around to the RJ practices within Board Policy I will say that the perception is that only sites whose administration and staff are fully committed to the Social Justice Window will use RJ the way it is intended. The rest, will continue to implement poorly or not at all and in the end results in a conflict between written board policy and union members.</p>		
<p>My name is Ashley Ertle. I am a Title Reading teacher at RE Jewell. I have been teaching for 18 years. For the last 8 years I have been teaching in the Bend La Pine School District. More importantly I am a mother to two students, ages five and eight, attending elementary school in the Bend La Pine School District.</p> <p>I am very concerned about how significant behavior is being responded to in our schools. I have spoken with classroom teachers and educational assistants from Jewell who feel the</p>	<p>Ashley Ertle</p>	<p>Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.</p>



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<p>same way. I have also spoken to concerned parents at Jewell and other Bend La Pine elementary schools expressing the same concerns. I would like to work towards a conversation or start to a solution.</p> <p>I do not believe the BRYT program currently is use is helping students with significant behavior. In fact, I believe we are enabling negative learned behaviors. I do not believe this program promotes a positive learning environment for all students, and it is allowing other students to normalize and excuse observed inappropriate behaviors.</p> <p>The Jewell staff is one of the most compassionate, supportive, child-centered, and trauma informed group of educators I have ever worked with. On a daily basis I am watching major behavior issues from specific students monopolize their time, energy, emotional well-being, and ability to educate their students. As a colleague to these teachers, I am telling you that teachers are not okay. As a parent to students who are witnessing and on the receiving end of this practice, it is unacceptable.</p> <p>I have researched the BRYT program and the resources needed in order to make it successful.</p> <ul style="list-style-type: none"> <li>• “Services: BRYT combines clinical support (counseling, crisis intervention, psychoeducation, referrals), academic support (partnership with teachers to develop an academic plan, help students manage school work, and provide basic tutoring), family support (frequent communication with families, crisis support, education, and leadership development), and care coordination (transition planning, coordination and</li> </ul>		



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<p>communications with school staff and community providers). Providing these four services in an integrated, individualized, and sustained approach over time is the key to make a difference for students and families.”</p> <p><a href="https://www.brooklinecenter.org/services/school-based-support/bryt-program/">(https://www.brooklinecenter.org/services/school-based-support/bryt-program/)</a></p> <ul style="list-style-type: none"> <li>• In addition to these defined services, it was noted “As many of the schools included in this case study report were quick to identify, services and supports that make up the backbone of a school’s BRYT program are frequently scaled up into actionable, whole-school frameworks and solutions that allow educators to address student mental health at large.”</li> </ul> <p><a href="https://www.brooklinecenter.org/services/school-based-support/bryt-program/">(https://www.brooklinecenter.org/services/school-based-support/bryt-program/)</a></p> <p>These things might sound reasonable on paper, but I am telling you as an educator, they are not realistic in our academic setting. Time constraints, educational responsibilities to ALL students, and professional training are just a few of the things that make this an impossibility.</p> <p>I want to be clear, support from administration and staff at our school is not what is hindering this program. At Jewell we are fortunate enough to have [REDACTED] running our BRYT program and two administrators, [REDACTED] and [REDACTED], who spend a majority of their day deescalating physical and emotional outbursts from all grade levels around the school.</p> <p>You have asked for feedback referencing specific lines or paragraphs in the policy regarding the JG-BP: Student Conduct</p>		



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<p>&amp; Discipline review. I think a great way to do this is to outline an example of an everyday occurrence at Jewell. In the example several lines of the following policy are being broken (starred below).</p> <p>Bend La Pine Schools Student Conduct and Discipline Policy</p> <p>Recognizing that discipline and restorative practices impact student achievement, Bend-La Pine Schools supports school interventions and practices that:</p> <ul style="list-style-type: none"> <li>*1. Protect students and school employees from harm;</li> <li>*2. Provide opportunities for students to learn from their mistakes;</li> <li>*3. Foster positive learning environments;</li> <li>*4. Keep students in school and attending class;</li> <li>*5. Impose disciplinary sanctions without bias against students from a protected class, as defined in ORS 339.351;</li> <li>*6. Implement a graduated set of age-appropriate responses to misconduct that are fair, nondiscriminatory and proportionate in relation to each student's individual conduct;</li> <li>*7. Employ a range of strategies for prevention, intervention and discipline that take into account a student's developmental capacities and that are proportionate to the degree and severity of the student's misbehavior;</li> <li>*8. Propose, prior to a student's expulsion, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student in the following circumstances: a. Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with the student b. When it has been determined that the student's attendance pattern is so erratic that the student is</li> </ul>		



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<p>not benefiting from the educational program; or c. When a parent or legal guardian applies for the student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030(2);</p> <p>*9. To the extent practicable, use approaches that are shown through research to be effective in reducing student misbehavior and promoting safe and productive social behavior; and</p> <p>*10. Ensure that school conduct and discipline codes comply with all state and federal laws concerning the education of students with disabilities.</p> <p><b>MISCONDUCT GIVING RISE TO DISCIPLINE</b></p> <p>Students shall be liable to discipline, suspension or expulsion for conduct that includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>*1. Willful disobedience;</li> <li>*2. Open defiance of the authority of a school employee;</li> <li>*3. Possession or distribution of tobacco, alcohol, drugs and other controlled substances;</li> <li>*4. Use or display of profane or obscene language;</li> <li>*5. Willful damage or injury to school property;</li> <li>*6. Use of threats, intimidation, harassment or coercion against a student or a school employee as defined in GBNA-AR and JFCF-BP policy JBA/GBN;</li> <li>*7. Intentional attempts, by word or conduct</li> </ul> <p>Example: While teaching small group intervention to a group of students (8, fifth graders) we could hear yelling and banging from across a long hall (100 ft. away) I walked over to find a student on the ground banging [redacted] feet on the wall and yelling to [redacted] "This is my break time stupid. This is not a miscommunication. I hate this school. I don't have to do what</p>		



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<p>you tell me. I won't leave." A second-grade class was walking by the student to get to lunch while a third grade class was in session directly across the hall (6 ft. away). I asked the student if ■ needed anything or wanted help. ■ continued to yell, telling me ■ didn't have to do what I was asking ■ to do. The plan in place is to ignore the behavior because ■ will escalate. ■ cannot be physically moved and therefore continues to disrupt the learning environment. So... I allow ■ to call me stupid, allow ■ to tell me ■ doesn't have to do what I ask, and walk back to my classroom.</p> <p>You might think, why can't another adult sit with ■ to help deescalate?</p> <ol style="list-style-type: none"> <li>1. With this student, engagement during this time leads to escalated behavior.</li> <li>2. ■ is on ■ way to another student with similar needs who has a scheduled session with ■ at the same time.</li> <li>3. ■ are in the cafeteria with 150 kindergarten, first, and second grade students starting lunch.</li> </ol> <p>Also to note:</p> <ol style="list-style-type: none"> <li>1. I have left ■ fifth graders in a classroom by themselves during their 30-minute reading intervention block to check on the safety of one child. A majority of this intervention group is an underserved population. When I return, I have lost their attention and they have lost their access to small group intervention.</li> <li>2. A second-grade class is being exposed to a physical outburst and watching an ■ student verbally assault another teacher. How are they responding to this experience internally? What are they learning from this?</li> <li>3. A third-grade class directly across the hall has halted instruction due to the yelling and kicking outside of their door.</li> </ol>		
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<p>How are they responding to this experience internally? What are they learning from this? How is it fair for an entire class to have their access to education to be taken away due to one student's continuing outburst?</p> <p>This is an example of behavior that is happening frequently and regularly in our schools. I highly encourage School Board members to spend an entire day, or more, to get a better idea of how students, teachers, and staff are faring.</p>		
<p>While I love the idea of adding restorative justice to our student discipline policies, I am concerned about how this will be implemented in practice in the general education classroom without adding more staff to help make this a reality. Will the board commit to add more Support positions to support school staff execute these policies?</p>	Jen Norman	<p>Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.</p>
<p>My name is Trina Grube, I am a 3rd grade teacher at NSE. I have taught for BLS since 2013. I believe my own children [REDACTED] [REDACTED] have gotten an excellent education and I believe public schools are the backbone of democracy. I love my job and am frustrated with the climate that is being created at schools. I have watched seasoned co-workers go through mental health crisis this year due to the behavior challenges in the classroom. On a daily basis there are teachers crying (literally) for help. How will we keep quality teachers and provide excellent education for all students when chairs and desks are (again literally) being thrown?</p> <p>I understand restorative justice and believe in inclusive education for all. My own brother, born in the late 1960's, [REDACTED]</p>	Tina Grube	<p>Bend-La Pine Schools Student Services team is working to calibrate and communicate more clearly the philosophy of restorative practices district wide. Current resources and trainings are also being reviewed in an effort to build capacity and support across the district.</p>



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<p>██████████ was the beneficiary of education for all. I believe in ownership of wrong-doing and making things right through repair with community. I want ALL students to access education, but not at the cost of others accessing theirs.</p> <p>I love the concept of the BRYT program. This could be wonderful if it could be fully supported and prepared for, but it is very clearly not. My understanding and lived experience is that at the beginning of the 2021 school year we were moving to "full inclusive" classroom. I even hear the phrase several times, "we're learning to fly the plane as we build it." If this wasn't the most misdirected alalogy.... What trained pilot would jump in an try to fly a half built plane, and plan to be successful? That didn't stop the district from requiring teachers and administrators to do so. Half built planes and pilots with no training crash. We're currently experiencing that.</p> <p>I believe BRYT could potentially be successful, but not the way it was implemented. There was little to no training to prepare teachers. Now we are being asked to go from being highly trained general education teachers to being asked to have a full quiver of experience, skills and techniques to work with extremely volatile students who have extreme needs that we are not currently trained or staffed for. A bit like asking a new private pilot to take on flying fighter jets.</p> <p>In reference to the current discipline policy: Students shall be liable to discipline, suspension or expulsion for conduct that includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Willful disobedience;</li> <li>2. Open defiance of the authority of a school employee;</li> </ol>		
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<p>3. Possession or distribution of tobacco, alcohol, drugs and other controlled substances;</p> <p>4. Use or display of profane or obscene language;</p> <p>5. Willful damage or injury to school property;</p> <p>6. Use of threats, intimidation, harassment or coercion against a student or a school employee as defined in GBNA-AR and JFCF-BP policy JBA/GBN;</p> <p>7. Intentional attempts, by word or conduct</p> <p>Two examples from ██████████ in the last two years. I had a student last year move from a supported classroom into General Education. For several months while I had an exceptional student-teacher (2 full time adults in the classroom) ██████ was successful. When ██████ departed, ██████ behavior deteriorated, despite behavior plans and our best effort to support ██████. ██████ last full day with me ██████ grabbed a mop and attempted to strike me with the handle in the head. As you can imagine, I was not able to teach my remaining students while avoiding being hit. This year I have a student who displays almost daily policy numbers 1, 2, 4, 5 and 6. On the last day before break the student threatened the rest of the class in violent terms. ██████ was removed from the class and an admin had to spend the majority of ██████ day with this student.</p> <p>These situations are happening EVERY DAY. Please, come spend the better part of the day with us to really understand what's happening. I want all students to access their education, including the students who are on task, following directions and trying their best. What about their right as well to a quality education?</p>		