Oregon Title VI Indian Education Community of Practice

October 22, 2025 10AM-11AM

Rename your Zoom Name to your –
- first and last name
- name of district ,ESD, or Tribe, and
- official role for Title VI - Project Coordinator, Authorized Official Representative, student liaison, etc.
- Pronouns

Today's Agenda -

Community of Practice - New Traditions - Place-Based Learning from Scappoose

Redefining Discipline: Rethinking How Schools Respond to Student Substance Use

Closing

Oregon Department of Education

Community of Practice - New Traditions

Place-Based Teachings and Stories

This year we will open meetings with a land-based teaching from one of our Title VI formula grant sites.

- Send a picture(s) to stacy.parrish@ode.oregon.gov
- Share with the group a story or a teach us a lesson about the Land (i.e. a place, a medicine, a first food, etc).

Who can share in November? The next meeting is Wednesday, November 19, 2025 at 9AM.

Learning from Jen Hickman, Scappoose SD about the Vedanta Retreat Trails in Scappoose

Professional Learning Series

Today - Redefining Discipline: Rethinking How Schools Respond to Student Substance Use

Indian Education Formula Grant Objectives

(J) Increase Prevention Activities for Violence, Suicide, and Substance Abuse

Columbia Gorge ESD

- Dufur
- Hood River
- North Wasco
- South Wasco

Klamath Falls City Schools

Klamath County

Scappoose

Springfield

(m) Increase Support for At-Risk Students

Beaverton

Bethel SD

Columbia Gorge ESD

- Dufur
- Hood River
- North Wasco
- South Wasco

Hillsboro

Klamath County

North Clackamas

Scappoose

Springfield

Willamina

(f) Decrease School Dropout Rate

Beaverton

Clatskanie

Clackamas ESD

- Lake Oswego
- Mollalla River
- Oregon City
- Oregon Trail
- West Linn-Wilsonville

Eugene

Klamath County

Resources

Information for your Indian Parent Committee

[Substance Use Among American Indian and Alaska Native High School Students from the Youth Risk Behavior Survey](#) - Includes powerful data visuals of the impact of parents and caretakers on AI/AN Substance Use from [this research](#)).

[Opioid Misuse and Overdose Prevention in Native Communities](#) - Includes a list of prevention practices recommended by experts and tribal leaders

[Parent Fact Sheets and Brochures](#) from Substance Abuse and Mental Health Services Administration (SAMSHA)

Support for your District or School

[Student Health Survey Results Page](#) (results can be sorted by County if the sample size is large enough)

[Native Wellness Institute Trainings](#) (In-Person and Online)

- Adults Working with Native Youth
- Native Youth Leadership Academy
- Being an Ally in Indian Country
- Being Trauma and Healing Informed

*NWI also customizes trainings based on your needs, schedule, and class size.

Relevant Information -

[Student Voices: Addressing the Unmet health of Oregon Youth June 2025 Report](#)

Redefining Discipline:

Rethinking How Schools Respond to Student Substance Use

Title VI Indian Education Formula
Grant Community of Practice

October 22, 2025

Much Appreciation

We share our deep appreciation for staff across Oregon and their dedicated work with, and commitment to, the students in our state.

Thank you!

Land Acknowledgement

Indigenous Tribes and bands have been with the lands that we inhabit today throughout Oregon and the Northwest since time immemorial and continue to be a vibrant part of Oregon today.

We would like to express our respect to the First Peoples of this land, the nine federally recognized Tribes of Oregon. It is important that we recognize and honor the ongoing legal and spiritual relationship between the land, plants, animals, and people indigenous to this place we now call Oregon.

Youth Development of Oregon

Today's Speakers and Hosts

Lisa Joy Bateman, ODE

Education Specialist/Discipline, Restraint and Seclusion Data Steward

Brenda Martinek, ODE

Recovery Schools Education Specialist

Alanna Russell, ODE

Substance Use Prevention Education Coordinator

Dr. Danica Jensen Weiner, ODE

Educational Equity, Safety, and Restorative Justice Specialist

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Overview of Our Brief Time Together Today

- Oregon's Recovery Schools

- Exclusionary Discipline State & Federal Data

- Discipline & IDEA Policy Foundations

- Discipline, Mental Health & Staff Well-Being
- Restorative Approaches in Substance Use

  Prevention, Intervention and

  Postvention

- Existing Assessment Systems Overview

- Practical Steps for Implementation

- Resources & Questions

Guiding Question

How might traditional school responses to substance use reinforce inequities, and how can schools rethink these approaches using restorative practices to reduce disproportionate discipline, provide equitable support, and strengthen relationships with those most affected?

What is Working Well

- Alternatives to Exclusion
- Recovery High Schools
- Changes in policy to practice
- SUD / Mental Health Practitioners in Schools
- Guidance on Informal Removals

Oregon Recovery Schools

What is an Oregon Recovery School?

Overview of HB 2767

HB 2767 established a limited number of approved Recovery High Schools in Oregon. These schools, under an agreement with the Department of Education, will provide students with a specialized high school education experience, tailored to meet the needs of students in recovery from substance use disorder and co-occurring behavioral health challenges.

Recovery Schools FAQ:
https://www.oregon.gov/ode/learning-options/schooltypes/RecoverySchools/Documents/RS%20FAQ%2012-24.pdf

Oregon Department of Education

Oregon Recovery Schools

Publicly funded, small, traditional high schools designed to sustain academic instruction, SUD/MH supports and recovery mentors (not a therapeutic program)

The Two-Pronged Approach

- Deliver high-quality education that leads to an Oregon high school diploma
- Support students in recovery from substance use and co-occurring behavioral health challenges by providing mental health support in a safe, supportive environment to maintain abstinence and stay in recovery

Key Components

- **Provide course credits which lead to an Oregon diploma**

- **Student choice (not a placement option)**

- **Abstinence focused while understanding that relapse is part of recovery**

- **Provide substance use & mental health supports in-person, every school day**

- **Ensure access across the state to include rural communities**

- **Students can apply without restriction of district boundaries**

National Model for Recovery Schools

Recovery high schools are designed specifically to educate and support students in recovery from **substance use disorder** and/or **co-occurring behavioral health disorders**.
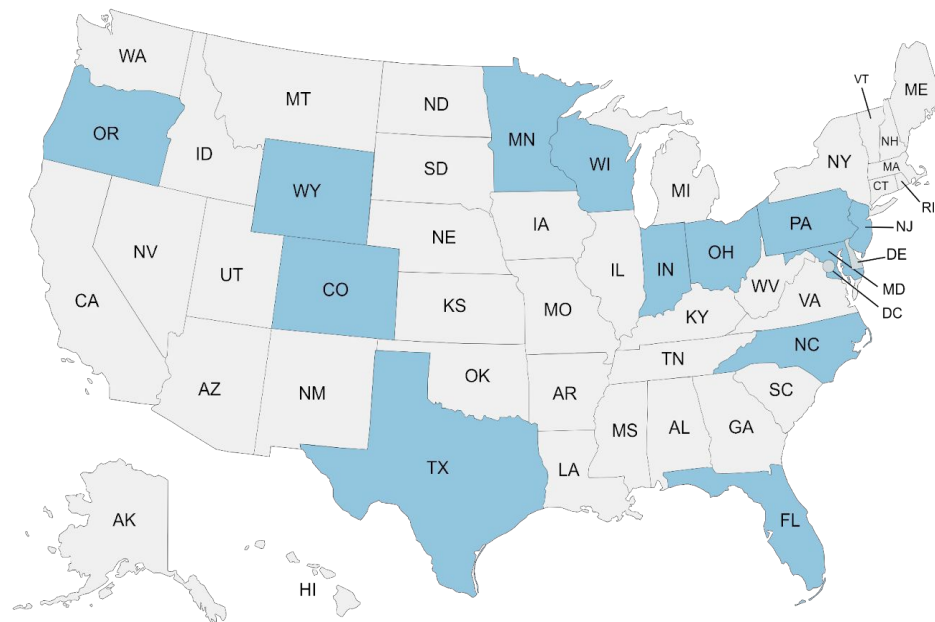
More likely to abstain from using substances

6 months (58% vs 30%) as compared to students in a non-RHS students

12 months (55% vs 26%) as compared to students in a non-RHS students

2-4 times more likely to stay in recovery

21% to 25% Higher graduation rates

Lower absenteeism & Dropout rates
The predicted probability of high school dropout is:
10% for RHS students and
27% for non-RHS students

Association of Recovery Schools –
https://recoveryschools.org

Recovery School Locations

Rivercrest Academy

3002 NE Ainsworth St.

Portland, OR 97211

(971) 229-6060

Principal: Todd Nicholson

https://www.rivercrestacademy.org/contact-us

Harmony Academy

2507 Christie Dr.

Lake Oswego, OR 97034

(503) 496-3929

Principal: Sharon Dursi-Martin

https://www.harmonyacademyrhs.org/

Discovery Academy

3710 Portland Rd NE

Salem, OR 97301

(503) 385-4840

Principal: Max Preminger

https://www.discovery.wesd.academy/

How to Learn More about Recovery Schools

ODE Recovery Schools webpage:
https://www.oregon.gov/ode/learning-options/schooltypes/recoveryschools/pages/default.aspx

National Association of Recovery Schools:
https://recoveryschools.org/

My Contact information:

Brenda Martinek, Recovery School Education Specialist
brenda.martinek@ode.oregon.gov

Exclusionary Discipline

What Are Exclusionary Discipline Practices?

Definition: Discipline practices that remove students from their regular educational setting (e.g., suspension, expulsion).

Examples:
Out-of-school suspensions and expulsions.
Informal removals (e.g., sending students home early without documentation).
In-school suspensions without educational access.

Impact:
Disproportionately affects marginalized groups. Can lead to academic, social, and emotional challenges.

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Who Received Exclusionary Discipline in Oregon 2024-25?

(data to be published November 2025)

Student Group	Percent of Students enrolled on May 1, 2025 with One or More Discipline Incidents in the 2024-25 School Year
Total	7.26%
Gender	
Male	10.08%
Female	4.25%
Non-Binary	6.22%
Race/Ethnicity	
Asian	2.59%
Black/African American	12.67%
Hispanic/Latino	8.32%
American Indian/Alaska Native	12.93%
Multi-Racial	7.67%
Native Hawaiian/Pacific Islander	11.72%
White	6.65%
Other Groups	
Students Experiencing Poverty	10.76%
Students Not Experiencing Poverty	5.51%
English Learners	8.31%
Not English Learners	7.12%
Special Education	12.14%
Not Special Education	6.39%

Substance Use by Race- SHS 2024
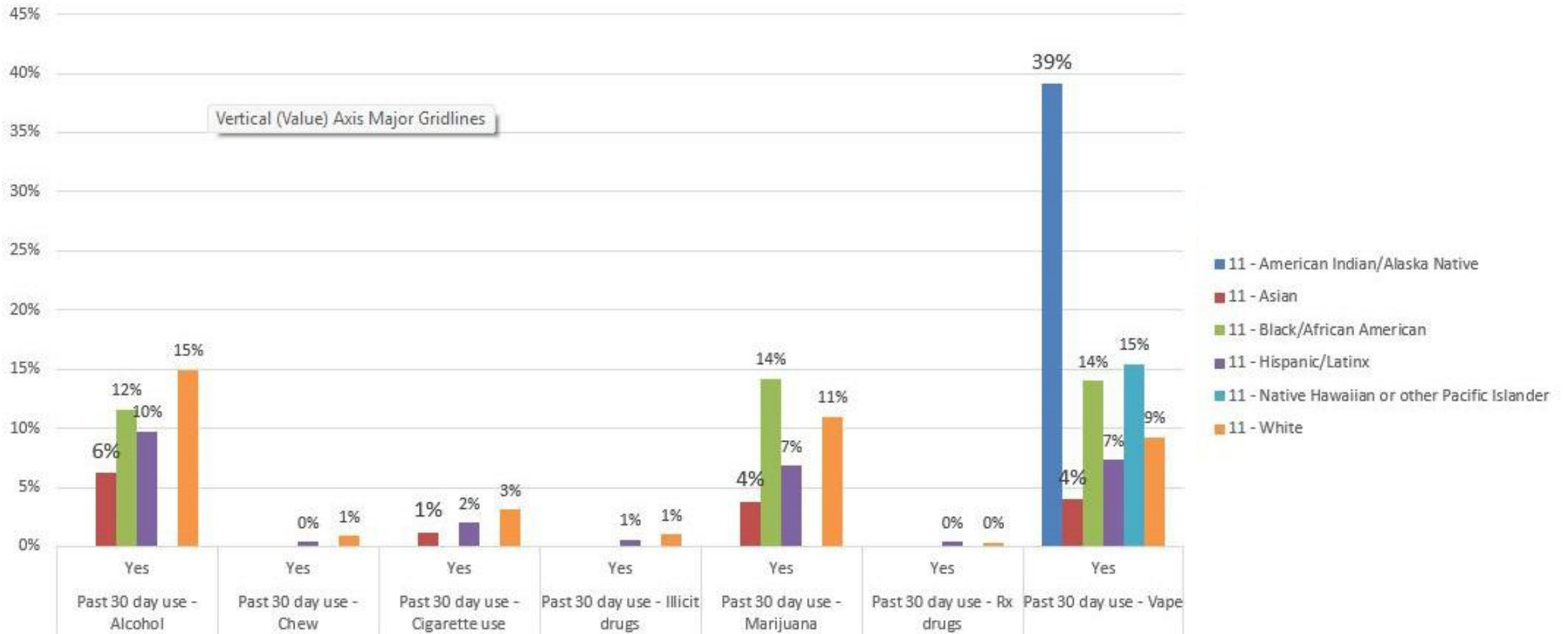
Impact of Disciplinary Practices on Substance Use

Exclusion is a **Risk Factor**

- Students who are excluded from school have worse academic outcomes overall and are at increased risk for involvement in the criminal justice system
- Exclusion increases disengagement and separates students from peers and positive adults, which can lead to increased substance use.
- Impacts adult perceptions of students, which can contribute to stigmatization and reduce likelihood that student will seek help
- A lack of belonging at school is associated with higher substance use, including smoking, drinking and cannabis use

Inclusion is a **Protective Factor**

- A strong sense of school membership is linked to a low risk of smoking, drinking and cannabis use
- A supportive school environment may reduce the risk of opioid misuse, particularly among students with mental health difficulties
- Low school belonging is moderately associated with non-medical opioid use. Personal security at school plays a significant role: **students who feel unsafe are more than twice as likely to use opioids**

Duty to Comply: ORS 339.250 - District Policy Required

Each district must develop a handbook, code of conduct, or similar document that:

- Establishes consequences to correct misconduct and promote acceptable behavior.
- Communicates the system to students, parents/guardians, and staff.
- Protects students and staff from harm.
- Provides opportunities for students to learn from mistakes.
- Fosters positive learning communities.
- Keeps students in school and attending class.
- Applies disciplinary sanctions without bias against students from a protected class.

Suspension in Grade 5 and Below

Oregon law prohibits out-of-school suspension and expulsion for students in Grade 5 and below except in instances when:

- The student causes **serious physical harm** to a student or school employee through **non-accidental** conduct.
- An administrator determines that the student's behavior poses a **direct threat** to the health or safety of students or school employee.
- When **required by law**. ORS 339.250(2)(d).

Oregon Discipline Incidents by Grade
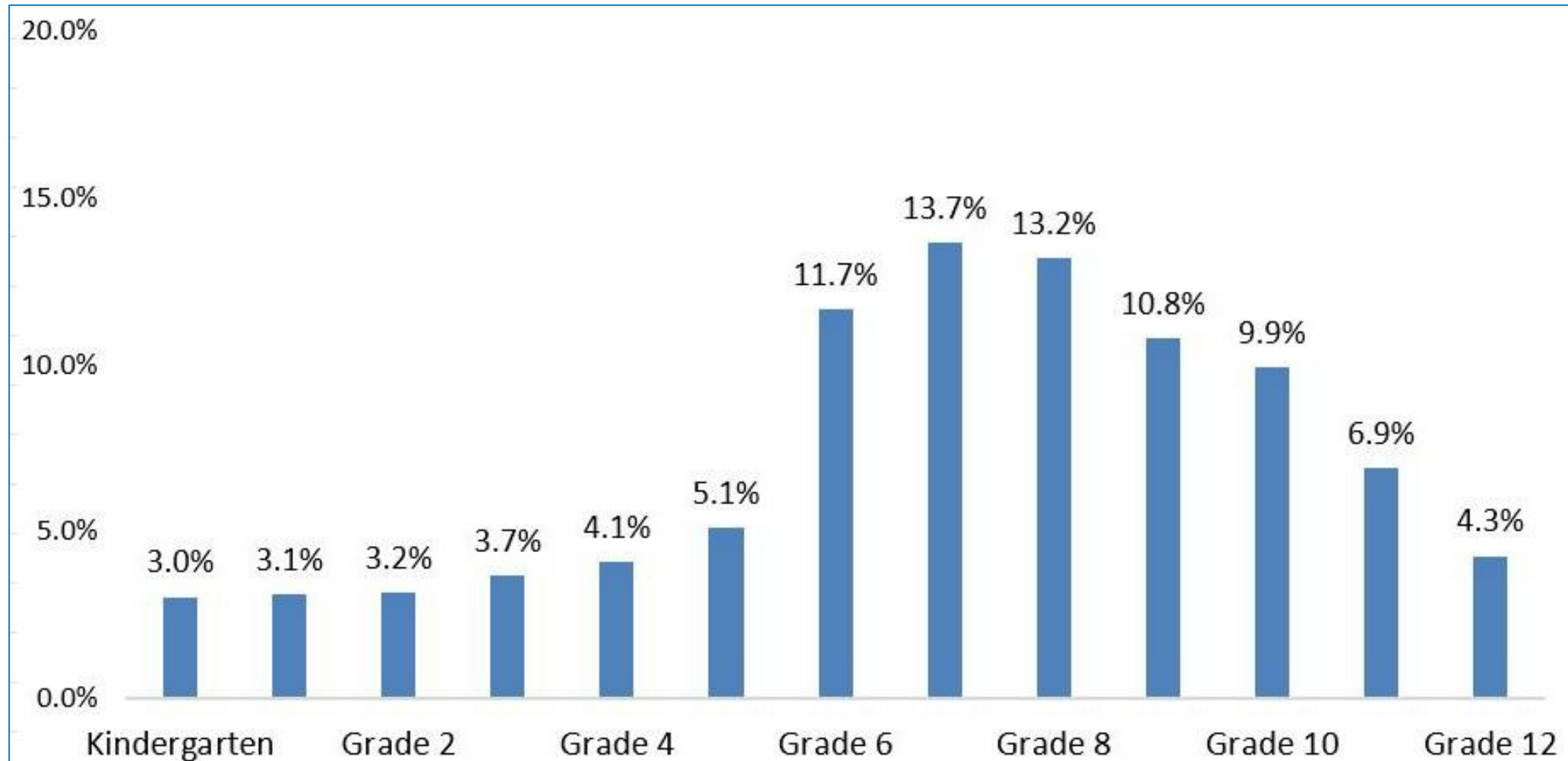
Percent of Students with One or More Suspensions or Expulsions in the 2024-25 School Year

(data to be published November 2025)

Oregon's Early Childhood Suspension and Expulsion Ban

Beginning **July 1, 2026** exclusionary discipline will no longer be allowed in early learning environments receiving state or federal funds.

Every Child Belongs (ECB) Program Goal to increase supports & inclusivity; reduce suspension, expulsion, and disparities in early care/education.

ECB Connect pilot launched summer 2025 → more at *everychildbelongs.org*

The FAPE Obligationof the IDEA

"We aren't in the business of fixing broken kids, we fix broken systems."

- WREN 2023

Legal Requirements

- All children (ages 3 and up) with disabilities served under the IDEA are entitled to FAPE.

- IDEA provides FAPE through an IEP based on each child's individual needs.

- IEP Teams must follow IDEA procedures to ensure IEPs meet all individualized needs, including behavioral needs.

Disciplinary Removals That <u>Are</u> a Change of Placement

Change of Placement Occurs if: Student is removed 11+ consecutive days, or 11+ cumulative days forming a pattern.

✅ **Manifestation Determination Required:** Must be held within 10 school days of the placement change decision.

🎓 **Student Must Continue to Receive:** General education curriculum and special education services.

Manifestation Determination Review Reminders (MDR)

- **Manifestation Determination Review:** If suspending, within 10 days of the suspension, the IEP team must meet to determine if the behavior was a manifestation of their disability.
- **Consideration of IEP and BIP**: Review the IEP and Behavior Intervention Plan (BIP) to assess if supports were followed and whether they need to be updated based upon the incident.
- **FAPE (Free Appropriate Public Education) Obligations**: Ensure student rights to FAPE are maintained throughout the process, including access to the appropriate supports and services.

Manifestation Determination Review (MDR)

The conduct in question was caused by, or had a **direct and substantial** relationship to, the student's disability; or

The conduct in question was the **direct result** of the district's failure to implement the student's IEP.

Behavior must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that the child's behavior was caused by, or had a direct and substantial relationship to, the child's disability, or the behavior in question was the direct result of the LEA's failure to implement the IEP. 34 C.F.R. § 300.530(e)(1)(i)-(ii). This could include situations where the child did not consistently receive all services required by their IEP.

Manifestation Determination Reviews (MDRs)
The Purpose

One of the primary purposes of MDRs is to serve as a valuable resource for IEP/IFSP teams.

- Examine the relationship between a student's **disability** and **behavioral concerns.**
- Provide insights to **inform supports and interventions.**
- Help teams **tailor educational plans and services** to meet students' unique needs.
- Promote **student success and well-being** in school.

How can MDR findings help your team tailor supports for students? ✅

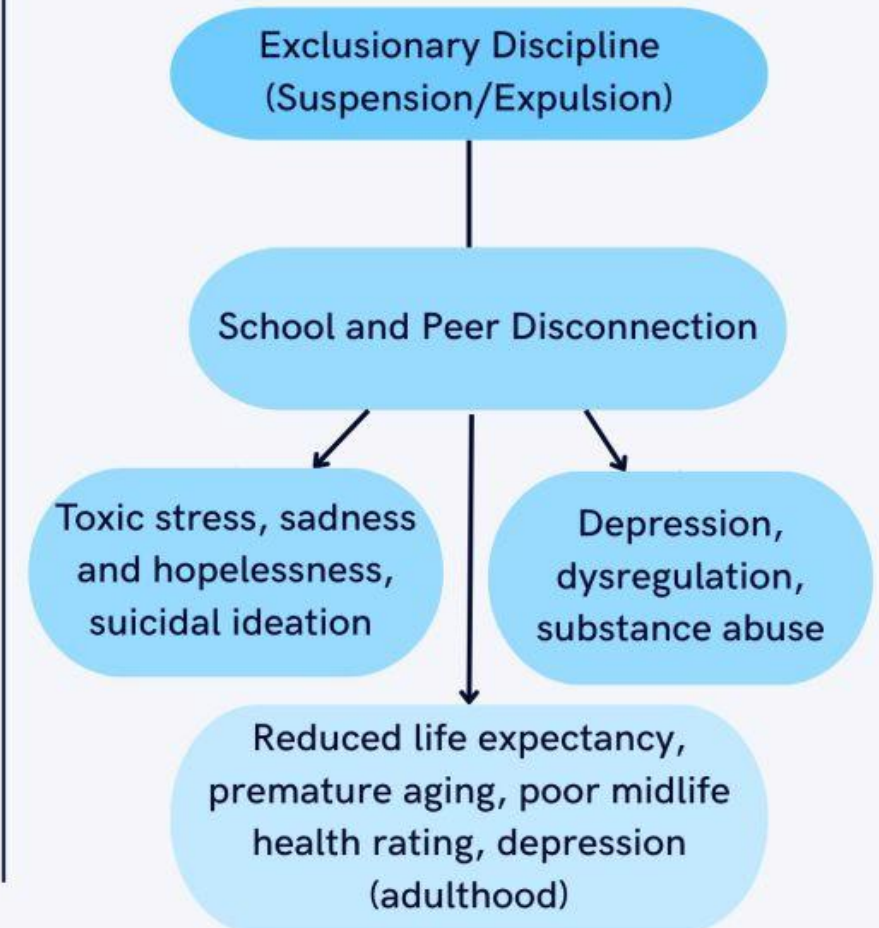# How Exclusionary Discipline Impacts Mental and Physical Health

Exclusionary School Discipline and Student Health and Wellbeing: A Spotlight Research Brief from UC Law SF's Center for Racial and Economic Justice

# Exclusionary Discipline and Health

KEY TAKEAWAYS

- Exposure to exclusionary discipline is associated with immediate negative mental and physical health outcomes.

- Exposure to exclusionary discipline is associated with long-term negative mental and physical health outcomes.

- Exclusionary discipline diminishes protective health factors in childhood and adolescence.

- Supportive, trauma-informed, non-exclusionary disciplinary approaches are critical to support children's health and wellbeing.

HOW EXCLUSIONARY DISCIPLINE IMPACTS HEALTH

Exclusionary Discipline (Suspension/Expulsion)

↓

School and Peer Disconnection

↙ ↘

Toxic stress, sadness and hopelessness, suicidal ideation

Depression, dysregulation, substance abuse

↓

Reduced life expectancy, premature aging, poor midlife health rating, depression (adulthood)

Vulnerable decision points (VDP) are contextual events or elements that increase the likelihood of implicit bias affecting decision-making in schools.
(Smolkowski, Girvan, McIntosh, Nese, and Horner, 2016)
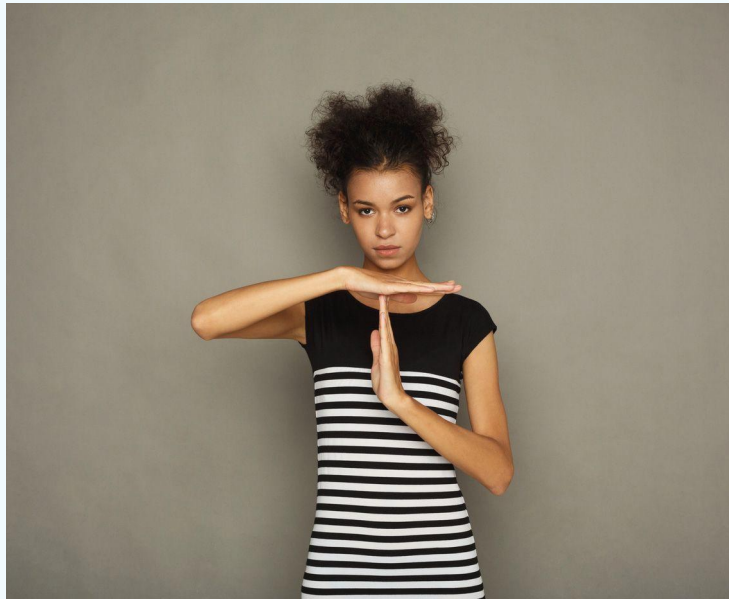
Agree/Disagree and Why?

Research shows that a teacher's emotional state — including stress, burnout, hunger, or even being in a bad mood — can negatively impact how they discipline students.

Effective Discipline Practices and Alternatives

ORS 339.250 requires that we implement :

Graduated and Fair Responses

- Implement age-appropriate, fair, and nondiscriminatory responses.
- Tailor actions to each student's conduct and circumstances.

Proportionate Strategies

- Use prevention, intervention, and discipline strategies.
- Align approaches with a student's developmental capacities and severity of behavior.

Alternative Programs for Students

Offer alternative instruction or counseling when:

- **Severe disciplinary issues** occur multiple times within 3 years.
- A parent/guardian attendance exemption as per ORS 339.030

Oregon Department of Education

Restorative System Approaches

Restorative Approaches and Systems of Support

Restorative approaches directly support substance use prevention outcomes by:

- Building protective factors (connection, skills, engagement).

- Reducing risk factors (disconnection, stigma, punitive exclusion).

- Strengthening community networks of support.

Together, restorative justice and substance use prevention strategies create healthier, more connected environments that help youth thrive.

Restorative Approaches and Systems Support

Strengthening Protective Factors	Addressing Underlying Causes	Reducing Stigma

Strengthening Protective Factors

- Restorative approaches emphasize **relationship-building, belonging, and community connection**.

- Research on substance use prevention shows that youth who feel connected to school, family, and community are **less likely to engage in risky behaviors, including substance use.**

- RJ circles, conferences, and practices can build that sense of connection, **which functions as a protective factor**.

Addressing Underlying Causes

- Many young people use substances as a way to cope with stress, trauma, or disconnection.

- Restorative approaches create **safe spaces for reflection, accountability, and healing**, which can address the root causes of harmful behavior rather than just punishing the act.

Reducing Stigma

- Substance use prevention is most effective **when it avoids shaming.**

- Restorative approaches emphasize **non-stigmatizing accountability** — holding people responsible while affirming their worth and capacity for change.

- This approach helps students or community members feel safe **seeking help without fear of exclusion.**

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Restorative Approaches and Systems Support

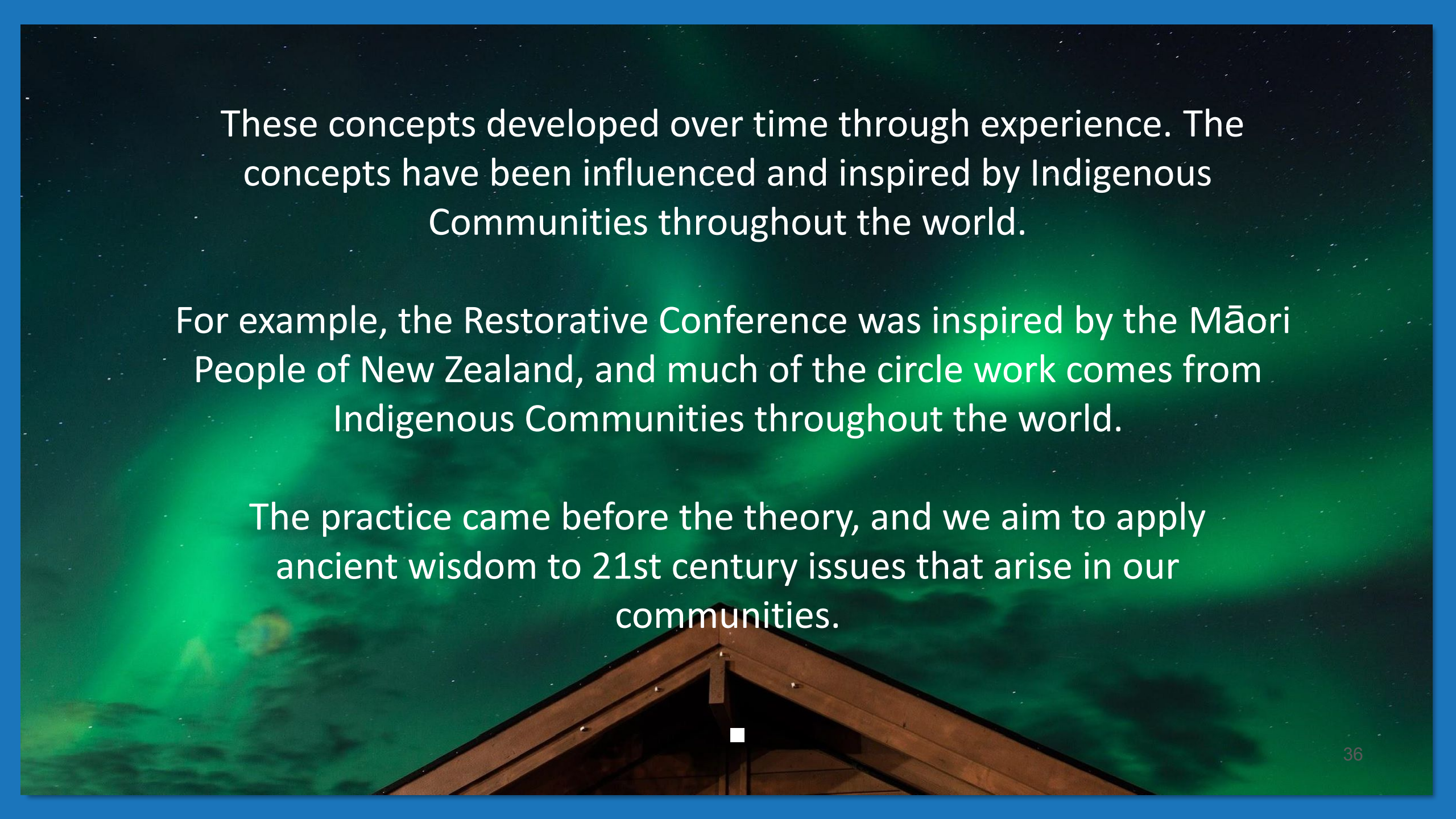| Skill Building | Alternative to Punitive Responses | Community Engagement |

- A restorative approach fosters **communication, empathy, conflict resolution, and decision-making skills**.

- These **overlap with life skills training approaches** used in prevention programs, which reduce the likelihood of substance misuse.

- Traditional punitive approaches to drug/alcohol infractions in schools (suspension, expulsion) can increase disengagement and dropout rates — both risk factors for later substance misuse.

- Restorative approaches offer **restorative responses** that maintain school connection while addressing harm, reducing long-term risk.

- Effective substance use prevention often **involves families, peers, and community supports**.

- Restorative approaches are built around **inclusive participation** — bringing all affected parties into the process to strengthen the support network around an individual.

These concepts developed over time through experience. The concepts have been influenced and inspired by Indigenous Communities throughout the world.

For example, the Restorative Conference was inspired by the Māori People of New Zealand, and much of the circle work comes from Indigenous Communities throughout the world.

The practice came before the theory, and we aim to apply ancient wisdom to 21st century issues that arise in our communities.

■

Learning Policy Institute

[Student Mental Health and Education Fact Sheet July 2025](#)

Schools that increase their use of **social-emotional learning and restorative practices**—approaches that teach conflict resolution and reduce exclusionary discipline—show significant decreases in student depression, anxiety, and suicidal ideation, as well as improvements in attendance and achievement.

Learning Policy Institute, July 2025

Learning Policy Institute. (2025). Student Mental Health and Education [Fact sheet].

Restorative Practices within Systems of Support

Intensive Response
- Formal Restorative Conferencing (Restorative Justice)
- Re-Entry Conferencing
- Re-Entry Circles

Intervention to Strengthen & Restore Community
- Affective Language
- Restorative Dialogue
- Impromptu Conversations (Restorative Chats)
- Responsive Circles
- Peer Mediation
- Staff Mediation

Universal/Prevention Community Building
- Affective Language
- Restorative Dialogue
- Impromptu Conversations (Restorative Chats)
- Community Building Circles
- Responsive Classroom and School-wide Circles

Oregon Department of Education

How does a Restorative Approach Apply?

What current systems or procedures do you support in your work?

Are those systems or procedures innately restorative or or is there tension in the science and art of what you do?

Oregon Model: Behavior Safety Assessment

Behavioral Safety Assessment with an emphasis on cultural responsiveness and transformative practices.

- Statewide model of best practices for BSA—grounded in the Salem-Keizer Cascade model—to be implemented through the School Safety and Prevention System to reduce and eliminate disparities in exclusionary discipline

- Addresses prevention, intervention, and re-entry strategies; team approach to managing risk while supporting students, families, caregivers, and the community

- Includes collaboration and ongoing consultation with field practitioners in Behavioral Safety Assessment, School Safety and Emergency Management, Behavioral Health and Wellness, Restorative Practices and Restorative/Transformative Justice.

Photo by Agence Olloweb on Unsplash

* Development of the Oregon Model of BSA is supported by a Students, Teachers, and Officers Preventing (STOP) School Violence grant from the Bureau of Justice Assistance (BJA), a component of the Office of Justice Programs in the U.S. Department of Justice. *

Oregon Model: Behavior Safety Assessment

Development of a **framework, toolkit, and training/technical assistance** for integrating restorative and transformative justice into school safety (BSA) assessment practices.

Photo by Susan Holt Simpson on Unsplash

- Statewide resources and guidance for Education Service Districts, districts, and schools to implement the Oregon Model.

- Professional development, training, and technical assistance to education partners across the state in equity driven BSA, and restorative and transformative justice in school culture and climate.

- Training materials and facilitation guides for SSPS Specialists across all 19 ESDs statewide to continue to refine, maintain, and sustain implementation of the Oregon Model.

Behavior Safety Assessment

*A Behavioral Safety (threat) Assessment (BSA) helps **identify situations** that may pose a risk of violence or harm, determine the seriousness of that risk, and develop both safety and supervision strategies.*

BSA teams follow an assessment protocol based on evidence-informed practices ensuring issues of bias and equity are addressed throughout the process.

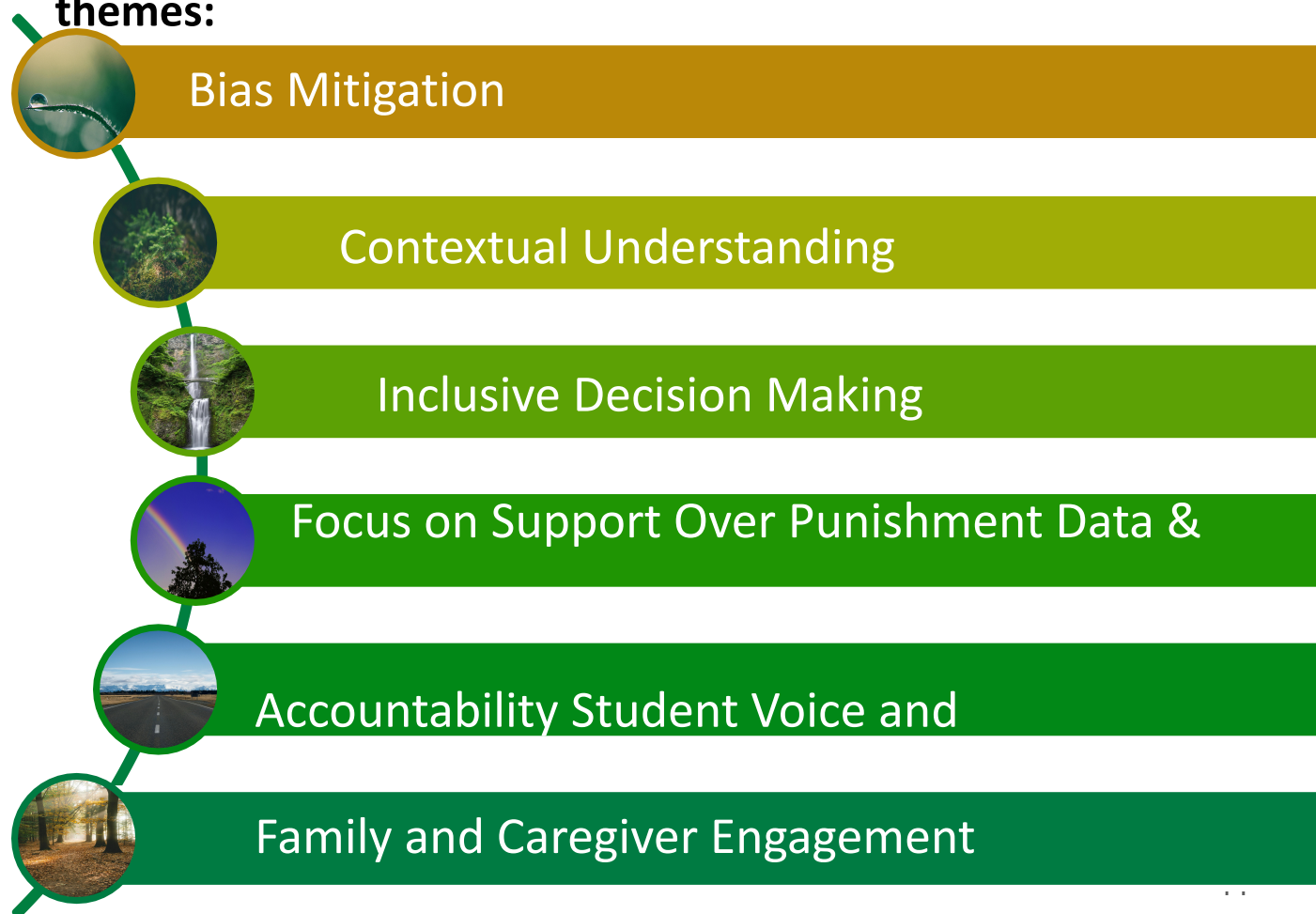| BSA Level 1	BSA Level 2
School Based Team • Behavior indicates possible threat of harm or violence to school or others • Level 1 forms completed including interviews, investigations, student background • Assessment on risk of harm/violence for potential referral to Level 2 Team	Community Based Team coordinated and facilitated by SSPS • Receive information from Level 1 team to assess level of harm/violence and review • Consult with school team on recommendations for intervention, supervision, and further referrals • Recommendations for re-entry and placement considerations

Equity in Behavior Safety Assessment

Use an Equitable approach to assess the impact of your process on underrepresented populations

Equity in student **behavior safety assessment processes** helps ensure that responses to student behavior are **non-discriminatory, culturally responsive, and culturally sustaining** while maintaining safety. A framework for integrating an explicit focus on equity encompasses **six core themes:**

- Bias Mitigation
- Contextual Understanding
- Inclusive Decision Making
- Focus on Support Over Punishment Data &
- Accountability Student Voice and
- Family and Caregiver Engagement

Focus on Support over Punishment

Focus on Support over Punishment

Equity-driven processes favor **restorative practices and support-based interventions** over exclusionary discipline like suspension or expulsion.

Threat assessments guided by equity ensure that **interventions are aimed at student growth and reintegration**, not just discipline.

Using Restorative Justice in Behavior Safety Assessment combines principles of restorative justice with strategies for identifying, assessing, and responding to threats in a way that emphasizes accountability, healing, and community connection, and reintegration rather than punishment or exclusion.

Restorative Practices and Restorative Justice in BSA

Photo by Jan Antonin Kolar on Unsplash

"Using restorative practices and restorative justice within the structure of preventative behavioral threat assessment and management is a key component to creating meaningful social connections and inclusion, which are two of the most important and effective violence prevention strategies."

-Van Dreal, J., McCarthy, C., Van Dreal, C.

Van Dreal, J., McCarthy, C., & Van Dreal, C. (2022). *Youth violence prevention: The pathway back through inclusion and connection*. Row m an & Littlefield.

Supportive Interventions for Substance Use

Alternative-to-Exclusion Programs substance-related violations:

- Are an **evidence-based** way to reduce substance use among youth

- Identify youth **at risk for Substance Use Disorder** and provide connection to higher level of services

- **Reduce harm** caused by exclusionary discipline

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Example: Discipline Matrix Using Supportive Interventions

First Offense	Second Offense	Third Offense
● Meeting with parent/caregiver	● Meeting with parent/caregiver	● Meeting with parent/caregiver
● Screening (an referral if indicated by high risk for SUD)	● Referral to professional with ability to assess for SUD and coordinate care if indicated	● Referral to professional with ability to assess for SUD and coordinate care if indicated
● Alternative-to-Suspension Program	● Participation in small group counseling with school-based mental health provider	● Participation in small group counseling with school-based mental health provider
● Restorative dialogue with questions to gather information on root causes and impact on self and others.	● Restorative dialogue, conference, and/or responsive circle with impacted parties* for accountability plans, support, and healing and wellbeing.	● Formal restorative conference to develop accountability plans, re-entry plants (if needed), healing, and wellbeing with impacted parties*.

Key Takeaways

- **Key Takeaways:** Mental health is central; restorative practices repair harm and build relationships; staff well-being is essential.
- **Systems Connections:** ORS 339.250, MTSS, SEL, trauma-informed care, and focal group initiatives all intersect to support equity.
- **Equity Analysis:** Marginalized students face disproportionate discipline; VDPs and bias can worsen inequities; restorative approaches create opportunities for fairness and inclusion.
- **Personal Application:** Apply restorative, developmentally appropriate strategies; support staff well-being; advocate for proactive interventions.
- **Emerging Questions:** How can we reduce bias at vulnerable decision points? How do we scale restorative practices effectively? What data will show impact on equity and outcomes?

Thoughts, Connections, & Integrations

What thoughts are coming up for you?

What is resonating with you, what important points are on your mind?

+

What connections are you making?

How is this connecting to your work or to others you support?

→

Are there integrations you are considering for your work

What ideas for integration or alignment are coming up for you? Any considerations for your current work or of those you support?

Resources & Continued Learning

Find More Resources Here

Thank You