House Bill 2192\(^1\) provides important policy guidance to address the school push out problem in Oregon schools. The statute places an affirmative obligation on each Oregon school district board to adopt/revise written policy on school discipline in several areas.\(^2\) Moreover, the statute requires districts to develop student handbooks, codes of conduct, or other documents that align with the board policy.\(^3\)

In fall of 2014, ODE issued a numbered memorandum to all school superintendents and special education directors that summarized the statutory requirements.\(^4\) Local school boards and school district personnel will benefit from ongoing technical assistance to developing and revising policies, handbooks, and practices to comply with the statute. There are a number of useful tools from the national literature that can serve Oregon well. Below is an annotated bibliography that, although not exhaustive, offers some resources for addressing both policy and practice in this area.

**POLICY TOOLS**

*Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members.*\(^5\)

In 2013, The National School Boards Association (NSBA), released this policy guide to assist boards in taking an active role in school discipline reform. The document is a culmination of the work of many organizations, and recommends 10 specific action steps boards can take to effect policy that reduces exclusionary discipline.

\(^1\) ORS 339.250
\(^2\) ORS 339.250 §§2; 4-9
\(^3\) ORS 339.250§(3)
**Model Discipline Policy**

A policy guide released by the Advancement Project. The guide is based on actual policies from several districts across the nation that have led the movement for school discipline reform: Denver Public Schools, Baltimore City Public Schools, Los Angeles Unified Public Schools, San Francisco Unified School District, New Orleans Recovery School District, & Chicago Public Schools. A companion document, *Key Components of a Model Discipline Policy* identifies 10 elements of successful school discipline policies, and provides real life examples taken directly from exemplar district policies.

**School Discipline and Academic Success: Related Parts of Maryland’s Education Reform**

In 2009 The Maryland Board of Education began an extensive study of school pushout in the state. In 2012, the board issued a comprehensive report, which outlined the results of its study, and its plan for reform.

**The Maryland Guidelines for a State Code of Discipline**

The Maryland Board of Education convened a working group of district representatives and other stakeholders from across Maryland to revise state guidelines, the purpose of which was to provide a framework for Maryland local school systems to use in establishing local codes of conduct and in developing new discipline-related policies. The document lays out eight philosophical principles for safe and healthy school climates, defines expectations for all stakeholders, and creates a model tiered, five-level discipline system that matches level of infraction with the recommended response.

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Eliminating Excessive and Unfair Exclusionary Discipline in Schools: Policy Recommendations for Reducing Disparities

The Discipline Disparities Research to Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts spent three years conducting a series of stakeholder meetings to support a policy agenda for reform, and to increase the availability of interventions available to the field. In 2014, the collaborative released three papers that focus respectively on policy, practice, and new research. This policy brief offers policy recommendations based on best practices around the nation.

PRACTICE TOOLS

There are a variety of tools and resources for school behavior management practices that offer more productive alternatives to exclusionary discipline. The literature on this topic is extensive, and an exhaustive list of practices is beyond the scope of this brief. However, included below are highlights of useful frameworks and interventions that are being employed around the nation.

Guiding Principles: A Resource guide for Improving School Climate and Discipline

U.S. Department of Education Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that can help guide state- and locally controlled efforts to improve school climate and school discipline.

School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged and Out of the Juvenile Justice System.

The Council of State Governments Justice Center prepared this report under a grant from the U.S. Department of Justice. The report provides in depth best practice information on conditions for learning, targeted behavioral interventions, school-police partnerships, courts and juvenile justice, information sharing, and data collection.

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**A Model Code on Education & Dignity: Presenting a Human Rights Framework for Schools**

The Dignity in Schools Model Code addresses school discipline through a human rights framework. The Code was developed with extensive input from families, students, community members, researchers, advocates, and practitioners across eight different states. It is organized into the following general topical areas: 1) Education; 2) Participation; 3) Dignity; 4) Freedom from Discrimination; 5) Data, Monitoring, & Accountability. Chapter three offers in depth discussion on two models for preventive and positive discipline: school-wide positive behavior interventions and supports, and restorative practices.

**How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions.**

The Discipline Disparities Research to Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts spent three years conducting a series of stakeholder meetings to support a policy agenda for reform, and to increase the availability of interventions available to the field. In 2014, the collaborative released three papers that focus respectively on policy, practice, and new research. This brief focuses on specific intervention strategies that districts and schools can employ to reduce exclusionary discipline. This report includes an in-depth annotated bibliography on the latest research on alternative discipline interventions and strategies including information on student-teacher relationships, implicit bias reduction, and addressing sexual orientation, income level, and gender inequities.

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