

DRAFT - PPU Moratorium on Out of School Suspension Support Document – DRAFT

What is pushout?

School pushout refers to school policies practices and procedures that make it more likely for students to leave school instead of finish it. For parents pushout results in feeling shamed and blamed and singled out instead of partnered with. Students feel abandoned and rejected by the entire community. Pushout does not address concerns it is lack of support, interventions, or solutions that result in increased poverty, homelessness, and strengthens the school to prison pipeline.

Why have DSC and PPU called for a Moratorium on suspension and expulsion?

The Dignity in Schools Campaign (DSC) challenges the systemic problem of push-out in our nation's schools and advocates for the human right of every young person to a quality education and to be treated with dignity. The DSC unites parents, youth, advocates and educators to support alternatives to a culture of zero-tolerance, punishment and removal in our schools.

The DSC started in 2006 when local grassroots and advocacy groups fighting to end school push-out came together to share information and strategies and build a common framework for dignity and human rights in our schools. In 2009, DSC held its first national conference, released the National Resolution for Ending School Push-out, and shared the first draft of a Model School Code based on fundamental human rights principles. In 2010, DSC held its first annual National Week of Action and first Days at the Capitol, engaging groups around the country in collective advocacy to impact federal law and policy. In 2011, as the campaign continued to grow, DSC began a process to develop its membership structures to secure grassroots leadership in the coalition. In 2012 the DSC and the [Opportunity to Learn Campaign](#) launched a Moratorium on out-of-school suspensions and the DSC published the [Model Code on Education and Dignity](#).

The DSC has now grown into a multi-stakeholder coalition made up of youth, parents, educators, grassroots groups, and policy and legal advocacy groups, which strives to ensure that those most affected by the education system and school push-out are at the center of its work and leadership structures. DSC's Membership is structured to create a space for all to both contribute to the work and to benefit from the collective advancements of the coalition and local successes of its members. (www.dignityinschools.com/about-us/mission)

Portland Parent Union (PPU) serves as an important agent of change in Oregon. PPU strives to support and empower parents as experts of their children and families directly impacted by racism, push-out, marginalization, oppression, and overall exclusion from school and opportunities for academic success. PPU is a proponent of human and educational rights, and

aims to create support systems that enable families to inform and have a voice in the decisions made for and about their students.

Since 2009, PPU has had the interests and needs of students and their families at the forefront of its work. Through support, engagement, education, and mentoring, PPU organizes parents and works in collaboration with state and district officials to strategize and create solutions for systemic change. (What examples do you want us to write here?) PPU's overall vision for transformative and systemic change prompted its decision to join Dignity in Schools Campaign. Using Portland Public Schools as an example of push-out and disparate discipline practices, PPU called for a moratorium on suspensions at the district level and a revision of the discipline policy based on DSC's Model Code.

Portland Parent Union (PPU) serves as a member of DSC and shares its vision in challenging the system regarding push-out, human rights, and family advocacy.

Look through these bullets. Our goal is to demand PPS follow through on the moratorium. We are still going to use the sections "parents, teachers, administration, and district". Change the language to be more intentional and direct. We have waited long enough!!!!

Moratorium Actions Required:

Parents:

- Model the positive behaviors expected of youth and staff in schools
- Interrupt punitive practices that damage self-esteem
- Recognize and address pushout and that this is discrimination based on race
- Recognize "parent involvement" includes not participating in the shame and blame of students, parents, and teachers
- Demand Restorative Justice in all schools
- Hold the district accountable to use Culturally Responsive Positive Behavioral Interventions and Supports
- Access PPU for how to be involved and receive training
- Access PPU in a crisis situation for a culturally specific advocate to be with you

Teachers:

- Provide a classroom environment that is welcoming to all parents
- Recognize and address pushout and that the data shows this disproportionate discipline is based on race and systemic racism
- Seek alternatives to sending kids out of class or into another teacher's classroom for timeout
- Provide outlets and cool down spaces in the classroom and in the building where students feel safe and have a positive adult interaction to find out what might be going on.
- Provide parent conferences in the family home when needed.

- Interrupt punitive practices when you hear staff, teachers, or admin talking down to a child

Administration and District:

- Create a Culture of Inclusion
 - Recognize and address pushout and that the data shows this disproportionate discipline is based on race and systemic racism
 - Create time for meaningful and honest relationship-building
 - Promote a paradigm shift about the relationships between families and school personnel (how to talk to families, how to call families, School Night out where all the families are invited, families feeling welcome in the building, voice in decision making)
 - PPS Beacon Schools move to create a PASS (partnership for academically successful students) family equity teams
 - Create opportunities for youth and families to have a meaningful decision making voice in your building
 - Prioritize curriculum that encourages critical thinking, identity development, social and emotional, learning, and includes the histories and cultures of the communities reflective of the students and families in the school community.
- **Hire and Retain People of Color**
 - Hire and retain teachers and staff reflective of the communities served
 - Prioritize allocating funding to hire staff whose job description is to build relationships with students and families, such as culturally specific community agents.
- **Provide Targeted Professional Development**
 - Provide opportunities and ongoing support for teachers and staff in the following priority areas:
 - Equity, including workshops on how pushout impacts families and what it looks like “different faces of pushout”
 - Culturally responsive teaching
 - Effective classroom management practices, including but not limited to restorative justice
- **Shift Discipline Practices**
 - Create a discipline culture that values student seat time and learning:
 - Limit the time of temporary exclusions to xx min.
 - If students are out of their classroom more than 1/2 it should be counted as an exclusion and therefore parents should be notified and the exclusion should be documented
 - Create data driven evaluation of teachers and provide support for shifting classroom dynamics that lead to excessive exclusion of students

- Exclude students for only the most serious offenses where the safety of youth and adults in the building is at risk
- Use restorative processes to make things right
- Encourage families to access PPU for culturally specific advocates in disciplinary processes
- Recognize and address pushout and race
- Invest in Restorative practices. Investing the time now to implement these practices to save time in the future.
- Funding for culturally specific community agents
- Host Restorative Listeningdialogue (generational stories and the history of harm to people of color)