



SECTION II

**GUIDING  
PRINCIPLES**

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## Code of Student Conduct (Policy 5500)

The primary goal of the District is to ensure that each student achieves at the highest possible level. Education is to be provided in a manner that does not discriminate or cause harassment on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, or social and family background. In order for this to be accomplished every school staff member will strive to create a positive, safe environment that encourages and supports student success. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur and acceptable alternative behaviors will be taught. Such redirection may involve a collaborative effort of parents, school, and community.

It is the objective and policy of the School Board to recognize, preserve, and protect the individual rights of all students; and, at the same time, to encourage and enforce the exercise of these rights within the framework of an orderly and efficient school program. Within this framework, it is the duty of the Board, the administrative staff, and the faculty of each school to prevent and to prohibit student conduct that becomes dangerous, disruptive, or destructive, and therefore endangers the proper maintenance and function of the school program. It is expected that all disciplinary measures will be conducted in a manner that is respectful to the student and preserves that student's dignity wherever possible. Staff members model core value behaviors (Commitment to Children, Families, and the Community, Respectful and Caring Relationships, Cultural Competence, Trustworthiness, Responsibility, and Connectedness) that set an example for students who are expected to learn and practice those behaviors. It is the expectation that each student will behave in a manner that does not threaten, interfere with, or deprive other students of their right to an education and will accept responsibility for their behavior. An effective school environment must be safe and free from disruption.

In order to assist with the maintenance of such philosophy and to eliminate disparate rates of discipline, each school will implement a Positive Behavior Intervention and Supports plan (PBIS) that provides interventions matched to student need and describes consequences to be applied in an appropriate and consistent manner. The Positive Behavior and Intervention Supports plan (PBIS) should also include restorative, preventive practices/measures designed to build skills and capacity in students as well as improve interactions between students and adults. The schools will monitor progress frequently and make data-driven decisions about the effectiveness of general and remedial interventions and early identification/intervention with behavioral problems. Changes will be made as necessary or appropriate. The District will continue to provide relevant professional development with the expectations.

The Board further recognizes that students are protected and have certain rights extended to citizens under the United States Constitution and its amendments; and that these rights cannot be abridged except in accordance with the due process of law. Therefore, in order to clarify the guidelines of student behavior in the schools and establish procedures to be followed, the Code of Student Conduct has been adopted by the Board. The Code shall be mandatory and applied in a manner that is consistent with this philosophy of discipline. Individual schools may adopt additional regulations governing actions not covered by the Code, but such additional regulations may neither substitute for nor negate any Code provisions unless approved through the Board waiver process. It is essential that all students, their parents, teachers, and administrators understand and abide by the Code of Student Conduct.

### Definition of Parent

"Parent" or "Parents" is either or both parents of a student, any guardian of the student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent.