

**POSITIVE STUDENT BEHAVIOR EXPECTATIONS/POSITIVE SCHOOL CLIMATE**

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, schools are required to develop school discipline programs that use proactive strategies designed to prevent discipline problems and that work in conjunction with the Code of Student Conduct board policy. In such as school discipline program, before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

Each school will develop and annually revise a school discipline program that will include: teaching positive school rules; implementing a social emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences.

It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our students that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

**Student Responsibilities**

Students are expected to learn and model the district student behavioral expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

**A. Be Safe**

1. I am responsible, like everyone else, for maintaining safety at school.
2. I engage in activities that are safe and report any known safety hazards.
3. I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
4. I report any bullying or harassment.
5. I avoid conflicts and physical or verbal violence.

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B. Be Respectful

1. I treat others the way I want to be treated.
2. I respect laws, rules, and school authority.
3. I treat people fairly and respect their rights.
4. I respect private and public property.
5. I am honest with myself and others.
6. I avoid spreading rumors or gossip.
7. I respect each person's right to be different and I look for the good in others.

C. Be Responsible

1. I take responsibility for my actions.
2. I choose how I respond to others.
3. I return what I borrow to the same person, in the same condition.
4. I give my best in everything I do.
5. I come to school regularly and on time, ready to learn.
6. I help to create a positive school environment.

Parent/Caregiver Responsibilities

Parents/caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.

- A. Support the implementation of the school's discipline program;
- B. Be familiar with and review the district student behavioral expectations and school rules with their children;
- C. Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct;
- D. If misconduct escalates, parent/caregivers will cooperate with the school as a collaborative partner to address student's needs;
- E. Send the student to school prepared for work--with books, pencil, homework, and appropriate dress;
- F. Insure that the student attends school regularly and is on time;
- G. Provide a home environment that encourages respect for the school and the learning process; provide a healthy environment with adequate nutrition, and rest; and
- H. Take corrective action when requested by the teacher or principal.

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Teacher Responsibilities

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

- A. Defining, teaching, reviewing and modeling the district student behavioral expectations and school rules;
- B. Acknowledging and reinforcing appropriate student behavior;
- C. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs;
- D. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.);
- E. Teaching the district-approved and evidence based social emotional curriculum in elementary and middle schools;
- F. Following the behavior support plan for students with disabilities available to all staff working with identified students;
- G. Utilizing data in collaboration with administration and support personnel to monitor misconduct;
- H. Reporting the behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions;
- I. Assuming responsibility for all students of the school, not just those in individual classrooms; and
- J. In the event a student is placed in out of school or in school suspension, the teacher **MUST** provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

Principal Responsibilities

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

- A. Ensuring that the district student behavioral expectations and school rules will be taught, enforced, advocated, communicated and modeled to students, parents/caregivers, staff and community.

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- B. Annually developing and implementing a school discipline program consistent with this policy;
- C. Ensuring that ongoing accurate data are inputted into the district student data base for all students;
- D. Utilizing methods for recording, collecting and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making from the individual student through the school-wide student population;
- E. Providing necessary training and support for staff and parents/caregivers in maintaining an environment conducive to learning;
- F. Providing the implementation of the district-approved and evidence based social emotional curriculum in elementary and middle schools;
- G. Implementing the consistent application of reasonable alternatives to suspension or expulsion that include the use of equitable consequences consistent with law and district policy;
- H. Collaborating and partnering with after-school programs and outside agencies when appropriate; and
- I. Assembling an ongoing collaborative team at the school (e.g. Intervention and Referral Services) with appropriate staff and the parent/caregiver(s) to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to:
  - 1. Intensive behavioral supports and strategies.
  - 2. Adapted curriculum and instruction.
  - 3. Communication strategies.
  - 4. Community agency referrals.

District Responsibilities

Creating a positive school culture, improving behavior and developing appropriate student discipline practices are top district priorities. All district staff shall teach, enforce, advocate, communicate and model positive school relationships by playing an active supportive role in assisting schools in the successful implementation of and ongoing compliance with this policy by:

- A. Ensuring alignment and ongoing training of all district offices, programs, policies and initiatives with this policy;
- B. Regularly identifying, developing, maintaining and coaching prevention and intervention activities consistent with school discipline program;

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- C. Analyzing data, monitoring, and evaluating school practices in order to address situations where practices need to be strengthened;
- D. Broadening the adoption and implementation of consistent alternatives to suspension and expulsion districtwide by ensuring that all school administrators participate in mandatory district training, coaching, and the use of uniform documents for the purposes of data collection;
- E. Regularly overseeing schools' efforts to maintain relationships with outside community partners;
- F. Developing and coordinating regular training for parent / caregivers, behavior seminars for students, and professional development for all employees in the use of positive discipline;
- G. Addressing student needs in selecting appropriate placement options for the small percentage of students who do not respond to intensive interventions and who are not receiving an appropriate education on a comprehensive school campus.

The district will use systematic data analysis as one indicator of the need for a more supportive and/or individualized environment. The board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Complaints reporting acts of discrimination, intimidation, harassment and/or bullying should be directed to the affirmative action officer and/or the anti-bullying specialist in accordance with board policies 2224 Nondiscrimination/Affirmative Action and 5131.1 Harassment, Intimidation and Bullying.

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