



BOARD POLICY  
**Student Conduct and  
Discipline**

**4.30.010-P**

**I. Introduction**

- A. The Board is committed to a positive, respectful, inclusive climate in every school that promotes academic achievement, ensures safe and drug-free learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.
- B. Recognizing that student discipline practices are closely related to student achievement, the Board supports school practices that:
1. Are well researched and result in safer schools grounded in equity, improved student achievement, improved student attendance, and increased student accountability;
  2. Provide consistency, fairness, and equitable interventions and consequences across all schools in the district;
  3. Eliminate disparities in applying discipline by assuring equitable interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);
  4. Define and communicate expectations for student behavior;
  5. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
  6. Balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;
  7. Engage parents/guardians early in the disciplinary process;  
Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

**II. Student Conduct Principles**

- A. Proper student conduct, reinforced by an effective discipline program based on best practices and cultural responsiveness, is essential to creating and maintaining a positive, respectful, and inclusive school climate.
- B. A positive, respectful, and inclusive school climate is the mutual responsibility of:

1. District staff, who are expected to create an environment for student success using principles of positive behavior support/effective discipline practices and cultural competency in managing student conduct;
  2. Students, who are expected to learn to function effectively in a school environment, learn the consequences of their behavior, develop self-discipline and take responsibility for their actions;
  3. Parents/guardians, who are expected to take an active role in school efforts to implement positive behavior supports and to work with schools to address their students' needs; and
  4. The community, whose partnerships are encouraged and welcomed in supporting appropriate student behavior.
- C. Students shall comply with the authority of district staff as granted by law and with District standards of conduct including the school-based Student Conduct and Discipline Plan. They shall conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.

### **III. Discipline Principles**

- A. Discipline should be equitable, timely, fair, developmentally appropriate, and match the severity of the student's misbehavior.
- B. Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.
- C. Discipline should prevent misbehavior before it occurs, and use effective interventions after it occurs.
- D. Discipline should be used to support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- E. The District and schools shall make every reasonable effort to first correct student misbehavior through family and school-based resources. These efforts involve analyzing individual student needs and adult responses, developing preventive and responsive interventions and providing disciplinary and educational alternatives.
- F. Discipline should start at the lowest possible level reasonably calculated to change the student's behavior and to minimize the loss of instructional time. District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However, unless

there is extreme disruption of the educational process or behavior that poses a danger to persons or property, exclusionary discipline practices should be the action of last resort.

**IV. Monitoring and Accountability**

- A. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.
- B. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the Board.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target areas of concern, thus enabling schools and the District to craft solutions.
- D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public.

**V. Implementation**

- A. The District shall publish and distribute to staff, students and parents rules outlining student rights and responsibilities, conduct expectations, and possible disciplinary actions.
- B. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.
- C. The implementation of this policy and corresponding directives will be consistent with related Federal and State law, District policies, and collective bargaining agreements.
- D. Resource allocation decisions to implement this policy will consider the strong link between discipline and academic achievement.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, ORA 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009