

BOARD POLICY

4.30.010-

**Student Conduct and
Discipline**

~~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.~~

- ~~0. 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;~~
- ~~0. Students, who are expected to learn to function effectively in a school environment, learn the consequences of their behavior, develop self-discipline and take~~

Student Conduct and Discipline

4.30.010-P

D. Discipline should [take into consideration the understood effects of trauma to the developing brain and](#) start at the lowest possible level reasonably calculated to change the student's behavior and to minimize the loss of instructional time. [It is the expectation](#)

Student Conduct and	
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—DefinitionsV.

Restorative Practices: District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:

Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.

Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.

Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.

Tiered Supports: the main component of a data based Multi-tiered Systems of Support (MTSS) framework. Attention is focused on Tier 1 (universal practices and supports for all students), Tier 2 (targeted small group strategies and supports provided in addition to Tier 1) and Tier 3 (supports at the individual student level).

Self-Efficacy: students' belief in their innate ability to set and achieve goals.

Trauma-