

SUBJECT: STUDENT DISCIPLINE

PUPRPOSE:

- (A) To promote a disciplined learning environment that is safe, positive, and respectful; increases student engagement; boosts student achievement; and, when possible, prevents student misbehavior before it occurs.
- (B) To engage all students in learning with effective instruction and to intervene appropriately to support struggling and vulnerable students by using preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student.
- (C) To provide a philosophy of discipline that promotes fairness, equity, resiliency, and self-regulation with clear, appropriate, and consistent expectations and consequences to address disruptive student behavior.
- (D) To clearly communicate to students, staff, and parents/guardians expected student behaviors and consequences for misbehavior.

BACKGROUND: The Governance Council (GC) believes that the promotion of student learning is its primary function; to this end, the GC's discipline policy sets forth the expectations of an environment that is conducive to learning and acknowledges that appropriate behavior is an attribute that is learned. In addition to a student's home, schools are also communities in which positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity.

In order to grow into healthy, productive adults, students should be afforded opportunities to learn from their mistakes, be held responsible for their negative behavior, and to correct the negative behavior. An engaging environment conducive to learning can keep students in school so that they may be better prepared for college or a satisfying career.

PHILOSOPHY:

- (A) Schools that foster positive school climate help to engage all students in learning and intervene appropriately to support struggling and vulnerable students.
- (B) Discipline is a developmental process, and effective discipline strategies are those that meet a student's varied behavioral and developmental needs with tiered supports and interventions. It is the role of teachers and staff members to respond to inappropriate student behavior in a timely and age-appropriate way that supports personal growth and learning opportunities for all students.

- (C) Effective school districts and schools provide professional development activities, student instructional strategies and disciplinary responses that support teaching and learning, foster positive behaviors, and reflect a restorative practice philosophy and approach inclusive of the following:
 - 1. Staff professional learning to strengthen classroom behavior management skills with strategies for teaching and modeling expected behavior and social and emotional competencies;
 - 2. Provides instruction regarding social/emotional learning, cultural awareness, problem solving, resiliency, self-regulation, conflict resolution and;
 - 3. A continuum of prevention and intervention strategies and programs, within a three-tiered model of student intervention, as needed.
- (D) Caring adults in schools play an important role in building strong relationships with students, which facilitates their connection to school and decreases their likelihood of engaging in disruptive behaviors. School staff members should seek ways to develop meaningful relationships with students because students who have meaningful relationships with an adult in their school are less likely to engage in disruptive behaviors in class, be absent, or drop out of school.
- (E) Staff members will collaborate with families and the community to provide guidance, support, and structure to meet student needs.
- (F) Fair, firm, and consistent application of disciplinary action is expected, and students should be made aware of the consequences of misbehavior. However, school discipline should be administered in a way to keep students within their regular school program to the greatest extent practicable. Exclusionary suspensions and expulsions are to be used only as a last resort

POSITION:

- (A) Alma d'arte Charter High School will build staff capacity and continuously evaluate its discipline policies, regulations and practices to promote fairness, equity, and achievement for all students.
- (B) The CAO/Principal will promulgate appropriate regulations to accompany this policy for the suspension and expulsion of students and a supplemental regulation that incorporates those additional obligations when disciplining students with disabilities. Both regulations shall be consistent with federal laws and due process for all students.
- (C) No employee of the district shall inflict corporal punishment upon a student.
- (D) The CAO/Principal will implement a comprehensive plan for safety and security that maintains an environment for working and learning that protects the rights, health, and welfare of students and staff.
- (E) The CAO/Principal will work with city and county law enforcement, the Dona Ana County District Attorney, and other law enforcement agencies to review, implement, and update as necessary, a written agreement that sets clear expectations for the roles and responsibilities of law enforcement personnel as important partners in supporting a positive school climate, while avoiding unnecessary arrests and referrals to the

justice system that may have unintended negative collateral consequences for students and their families, as well as disproportionate impacts on students of color and students with disabilities.

DESIRED OUTCOMES

- (A) Students and parents/guardians will be well-informed about school discipline policies and will be encouraged to participate in efforts to ensure that schools are safe and orderly.
- (B) The school will foster environments that are conducive to learning and where positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity.
- (C) Students will understand their responsibilities and rights with respect to discipline.
- (D) School discipline will be administered fairly, equitably, and consistently.

IMPLEMENTATION GUIDELINES:

- (A) The CAO/Principal will develop and make available to students and their families a Code of Conduct. The Code of Conduct shall be published in the student handbook and posted on the school's website.
- (B) The school shall develop a code of conduct with the involvement of families, students, and staff, and review it periodically to revise the code. The CAO/Principal or his/her designee will review the school's code of conduct to ensure consistency with this policy, regulations, and the Code of Conduct, as well as applicable federal and state laws.
- (C) Procedures for disciplining students for major infractions that require consistent actions can be found in specific regulations set by the school such as: Sexual Harassment, Intimidation, Bullying and Hazing, Suspension or Expulsion of Students, Violent Gang and/or Gang Like Activities, Tobacco, Alcohol and other Drugs, Student Interrogations, Searches and Arrests.
- (D) The CAO/Principal will monitor issues related to the safety and security of the school community and report these matters to the GC.
- (E) The CAO/Principal or his/her designee will monitor recordkeeping and other data collection regarding disciplinary infractions and interventions to evaluate and develop programs.
- (F) The CAO/Principal will work with school staff, and building administrators to strengthen existing instructional programs to include such skills as respect for others, conflict resolution, interpersonal relations, restorative practices, resiliency, self-regulation, etc. Efforts to improve discipline should include students in identifying effective classroom management strategies and problem solving.

- (G) The CAO/Principal will seek a continuum of alternative strategies to address students who are chronically disruptive and/or dangerous to the school including:
1. Strengthening classroom behavior management skills through staff training;
 2. Expanding the repertoire of curriculum based instruction about conflict resolution, positive social skills, problem solving, bias awareness and prejudice reduction, resiliency, self-regulation;
 3. Increasing prevention, intervention and alternative strategies, programs, and/or sites; and
 4. Ensuring effective use of a three-tiered model of student intervention as a proactive system for early intervention for students who demonstrate a need for educational support for learning or behavior including a properly constituted Student Assistance Team, which includes the student's parents and the student (as appropriate).

Legal Reference: 22-5-4.3 NMSA (1978), 6.11.2.7-6.11 .2.12 NMAC

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