

BP 5131 CONDUCT

The School Board believes that student academic success depends upon students being physically present at school. Accordingly, the Board desires to reduce the time students spend away from the classroom and school learning environment due to misconduct. In order to facilitate this goal and increase outcomes for students:

The district shall use trauma-informed and supportive approaches to student behavior that create clear expectations with staff, students and families.

The district will pro-actively provide structures to cooperatively and independently manage behavior, and to build skills for self-management throughout the school day.

The district will monitor, address, and ensure that students do not disproportionately experience suspension, expulsion or other disciplinary actions due to race, ethnicity, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background.

The district will work to build students' self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student.

The district will incorporate culturally responsive models, school wide management, and classroom practices that build student skills, strengthen relationships, and keep students in the classroom.

In-school and out-of-school suspension should not be imposed unless other means of correction have failed to bring about proper conduct, or in circumstances where the student's presence poses a danger to persons or property or substantial disruption to the educational environment.

The district will incorporate restorative or corrective practices that focus on relationship building with students and families. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior; intensive and intentional relationship building with students and family; participation in a restorative justice program or restorative circles; and positive behavior support approaches.

The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, to model skills for students, to establish collaborative relationships with parents/guardians, and to implement effective relationship building and disciplinary techniques, all while eliminating unconscious bias.

Clear standards for student conduct, classroom expectations, and resolving conflict will be established to ensure that the environment within each district school and classroom

supports student learning. The Superintendent or designee, in consultation with staff, parents, students, and the community, shall establish student conduct expectations and identify consequences for violations. In addition, the Superintendent or designee, in consultation with staff, parents, students, and the community, shall develop procedures that school staff, families, and students must follow in order to resolve problems as they develop.

The District shall distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the School Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

School Board

The School Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The School Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the School Board in conjunction with the administration.

The School Board will review and analyze disciplinary action data to understand conduct and discipline outcomes of specific groups of students and families.

The School Board and administrators will review research on effective practices to proactively create trauma informed environments and determine how to incorporate into district policies and practice.

Superintendent

The Superintendent or designee shall establish the necessary procedures to implement and enforce the School Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

School Principal

The school principal shall initiate and enforce a set of school rules, in keeping with district policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

The principal or designee shall provide instruction to students regarding their rights and responsibilities.

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

Teachers

Appropriate classroom behavior allows teachers to communicate more effectively with students. Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

Parents/Guardians

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians may be held liable for misconduct of their children to the extent provided by law.

Students

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the School Board. All students shall comply with the regulations of the school district, comply with the course of study and submit to the authority of the teachers and administration of the schools.

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

(cf. 5145.2 - Freedom of Speech/Expression)

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension/Expulsion/Due Process)

Legal Reference:

ALASKA STATUTES

[14.33.110 - .140](#) Required school disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

[4 AAC 07.010 - 4 AAC 07.900](#) Student Rights and Responsibilities

UNITED STATES CODE

Every Student Succeeds Act , [P.L. 114-95](#) (2015)

[Goss v. Lopez](#), 419 U.S. 565 (1975)

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Craig City School District