

# Policy JK

## Board of Education Las Cruces Public Schools

**Related Entries:** JK-R, JI, JI-RA, JICF, JICF-RA, JICH, JICH-RA, JICK, JICK-RA, JIH, JIH-RA, JKA, JKA-RA, JKC, KLG

**Responsible Office:** ~~Chief Academic Officer~~ Division of Equity Innovation and Social Justice

### IMPLEMENTATION OF STUDENT CODE CONDUCT AND DISCIPLINE PHILOSOPHY **Student Discipline**

#### I. PURPOSE

- A. To provide a philosophy of discipline that will guide staff and students in promoting good behavior in an environment that is conducive to effective and efficient learning
- B. To promote a disciplined environment that is safe, holds mutual respect as an expectation, ~~and does not tolerate disrespect~~
- ~~C. To provide notice to students and parents of how student conduct that the Board of Education prohibits is implemented and enforced. To ensure that our students and staff are protected against disruptive behavior and encouraged to participate in the pursuit of higher social standards for behavior and respect for others~~
- ~~D. To clearly communicate to students, staff, and parents/guardians expected student behaviors and consequences for misbehavior the prohibition of corporal punishment.~~

#### II. ISSUE

The Board of Education believes that learning is a continuous evolutionary process. The Board also believes that while learning is not confined to a school building, it is nonetheless the primary function of the school. Like all social institutions, the school must evolve a certain set of rules and regulations to govern its participants and to facilitate the performance of its primary function. These rules should reflect a balance between the responsibilities and rights of the individual and the responsibilities and rights of the group. They must also reflect the need to promote good behavior in an environment that is conducive to effective and efficient learning and the need for mutual respect and cooperation among all segments of the school community. Schools should be communities in which positive behavior is expected and modeled within an environment of mutual respect and dignity.

#### III. POSITION

- A. Philosophy

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1. In a system the size of Las Cruces Public Schools, absolutely consistent application of a discipline policy, if valued as the overriding consideration and taken to the extreme, would require the listing of every possible infraction with a specific, mandated disciplinary action in response to each. At the other extreme, recognition of both the diversity of community settings within the district and the individuality of each disciplinary situation would suggest that each school should establish its own disciplinary standards and apply them only as appropriate to each student's situation. The Board finds the need to balance these two opposing considerations and, therefore, elects to follow a middle-ground policy.
2. Certain major infractions are recognized as requiring consistent district-wide actions from and direction for all schools. For these infractions, a specified range of responses must be utilized by all school personnel, with the severity and/or frequency of the infraction determining where in the range the penalty should lie. At the same time, for disciplinary infractions not established with mandated disciplinary actions, development of appropriate standards and responses will remain an individual school responsibility subject to review by the superintendent and/or their designee. ~~appropriate director in the Department of Instruction.~~ Input from students, parents/guardians, and school personnel will permit these disciplinary actions to be tailored to the needs and desires of each school community ~~community~~ within the district. The Board seeks in this way to provide consistent responses to the more severe infractions without prejudging every disciplinary situation and without depriving individual school administrators of the opportunity for flexible and creative responses to the vast majority of cases.
3. The Board believes that discipline is learned and, therefore, can and should be taught in the home, school, and community. The child also learns through experience and imitation of those around them ~~him/her~~. Discipline is a developmental process. As the child matures, they ~~he/she~~ should be given increased responsibility in keeping with their ~~his/her~~ developmental level and social maturity and every opportunity to practice self-discipline in order to positively reinforce responsible action. Classroom models should put children's needs at the center of decisions about classroom management and problem-solving. Children should be helped to understand the consequences of violence and learn various methods of addressing conflict. Our schools should be environments where conflict that may occur can be used as an opportunity to teach and learn. The ultimate goal should be the internalization of discipline so that little external enforcement is required. The Board believes that this philosophy will foster the development of positive, self-disciplined, self-reliant individuals capable of behaving appropriately as the situation demands.

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4. While causes are not always evident, misbehavior may be related to economic, social, physical, psychological or emotional factors. It is important for staff to consider that misbehavior could be a symptom. Effective discipline depends on the cause of the behavior. Staff members are encouraged to involve the family to seek solutions. The family and community also must take responsibility to provide guidance, support, and structure to meet student needs. In some instances, changing the environment will be the most appropriate response; in other situations, the student and his behavior must be dealt with directly.

B. Student Behavior

1. **Prohibited s** Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.
2. The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior. To that end, all available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include interdisciplinary – psychological, curricular, behavioral – services which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort. Fair, firm, and consistent application of disciplinary action is expected, and students should be made aware of the consequences of misbehavior. It is equally important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.
3. No employee of the district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct *(see JK.A: Prohibition of Corporal Punishment)*.
4. Each school will maintain a local school discipline policy **developed and that has been developed and reviewed** ~~review it~~ regularly with the active involvement of parents/guardians, students, and staff. All school discipline policies and procedures shall be consistent with the philosophy of this student discipline policy.

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C. School Climate

School organizational and operational structures are **ans** important ~~a~~-focus for change ~~of~~as the ~~individual student's~~ **student's individual** behavior. The superintendent will work with district departments, and building administrators to implement a comprehensive plan for safety and security that will ensure a learning and working environment that protects the rights, health, and welfare of

students and staff.

#### IV. DESIRED OUTCOMES

- A. Students will understand their responsibilities and rights.
- B. Schools will be safe and orderly environments where students are engaged in learning.
- C. Students will exercise self-discipline, self management, and demonstrate appropriate behavior in order to become productive citizens.
- D. Parents/guardians and students will be well informed about school discipline policies and will be encouraged to participate in efforts to ensure that schools are safe and orderly.

#### V. IMPLEMENTATION GUIDELINES

- A. ~~Beginning with 2006-07 school year, i~~Information from this policy will be described in *The Student's Code of Conduct Guide to Rights and Responsibilities* which will be made available to all LCPS students and parents/guardians.
- B. Each school is responsible for disciplinary infractions not established with mandated districtwide disciplinary actions based on analysis of local data and input from students, parents/guardians, and school personnel.
- C. Procedures for disciplining students for major infractions that require consistent districtwide actions from and direction for all schools are found in specific School Board Policies regulations and outlined in *The Students Code of Conduct Guide* such as:
  - 1. ~~Regulation~~ ACA-RA: Sexual Harassment
  - 2. ~~Regulation~~ JICFAK-RA: Bullying, Cyberbullying, Hazing and Harassment, Intimidation, Bullying, and Hazing
  - 3. ~~Regulation~~ JKD-RA: Suspension or Expulsion of Students
  - 4. ~~Regulation~~ JICE-RA: Violent, Gang, and/or Gang-Like Activities
  - 5. ~~4. Regulation~~ JICH-RA: Alcohol, Tobacco, and Other Drugs
  - 6. ~~5. Regulation~~ JIH-RA: Student Interrogations, Searches, and Seizures Arrests
- D. The superintendent or their designee will monitor issues of concern to the safety

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and security of the community and report to the Board, particularly those items for which legislative positions need to be taken.

- E. The superintendent or their designee will monitor recordkeeping and other data collection from schools and department offices regarding disciplinary infractions and interventions to evaluate and develop programs.
- F. The superintendent or their designee will work with district departments, and building administrators to strengthen existing instructional programs to include such skills as respect for others, conflict resolution, interpersonal relations, etc. Efforts to improve discipline should include students in identifying effective classroom management strategies and problem solving.
- G. The superintendent or their designee 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
  - 3. Increasing prevention, intervention and alternative strategies, programs, and/or sites

**VI. REVIEW AND REPORTING**

This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

*History:* New Policy, Adopted 04.04.06, revised  
*Legal Reference:* 22-5-4.3 NMSA (1978), 6.11.2.7-6.11.2.12 NMAC



Board of Education, President

April 4, 2006

Date Approved

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