The Board of Trustees believes that every student should be provided the opportunity to participate in the educational programs of the district. In order for the students to avail themselves of this opportunity, they are expected to attend school punctually and regularly, conform to the rules and regulations of the school, obey promptly all the directions of teachers, administrators and other staff members, observe good order and propriety of deportment, be diligent in study, respectful to staff, kind and courteous to peers, and refrain from the use of profane and vulgar language.

The Board, in support of public education and the exercise of general supervision of the secondary schools of the district, believes that the conduct of students attending the high schools must establish an educational climate conducive to the furtherance of educational opportunities for youth and the promotion of learning.

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent rules, expectations, interventions, and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 6164.2 - Guidance/Counseling Services)
In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law, including but not limited to when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the interventions and consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules and expectations to meet the school's particular needs consistent with law, Board policy, and district regulations.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans
35146  Closed sessions
35291  Rules
35291.5-35291.7  School-adopted discipline rules
37223  Weekend classes
44807.5  Restriction from recess
48900-48926  Suspension and expulsion
48980-48985  Notification of parent/guardian
49005-49006.4  Seclusion and restraint
49330-49335  Injurious objects
49550-49564.5  Meals for needy students
52060-52077  Local control and accountability plan
CIVIL CODE
1714.1  Parental liability for child's misconduct
CODE OF REGULATIONS, TITLE 5
307  Participation in school activities until departure of bus
353  Detention after school
UNITED STATES CODE, TITLE 20
1400-1482  Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794  Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
1751-1769j  School Lunch Program
1773  School Breakfast Program

Management Resources:
CSBA PUBLICATIONS
Recent Legislation on Discipline:  AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and
Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools:  Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management:  A California Resource Guide for Teachers and Administrators of
Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January
2014
WEB SITES
CSBA:  http://www.csba.org
California Department of Education:  http://www.cde.ca.gov
Public Counsel:  http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights:  http://www.ed.gov/about/offices/list/ocr

Policy  KERN HIGH SCHOOL DISTRICT
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