

## STUDENT CODE OF CONDUCT POLICY

### Philosophy

The Bristol Warren Regional School District is committed to providing a safe and orderly school environment for every student. Every student will be educated in a climate in which they are welcomed, valued and supported in reaching their full potential and encouraged to grow in self-discipline across academic, social, and personal domains. It is important for schools to establish and promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security as required by the Rhode Island Basic Education Program (BEP).

Our goal is to provide the necessary supports to promote the well-being of all students and families in our community so that they are able to meet high and challenging educational standards through quality programs. We believe that children learn to be responsible members of our community through our guidance and support with problem solving, meeting clear expectations and decision making. This Code of Conduct provides a foundation for lifelong learning and productive citizenship.

### Family Partnerships to Support Behavior Management

The District recognizes the importance of developing positive and supportive relationships with all stakeholders in the educational process. The success of our students is incumbent upon the collective responsibility of everyone within the school community. With this in mind, it is important that family partnerships are formed and supported. We accept joint responsibility for the education of your child(ren) and hope you will support us in the following ways:

- Send your child to school ready to participate and learn
- Ensure your child attends school regularly and on time
- Be sure your child is dressed and groomed in a manner consistent with the dress code
- Provide a place for study and homework completion
- Inform school officials of changes in home situations that may affect student conduct or performance
- Review the rules and expectations for school to promote a safe and orderly environment
- Discuss and stress the importance of expectations for promoting safe environments with your children
- Build positive relationships with teachers, other parents, and your children's friends
- Convey a supportive attitude towards education and the District
- Reinforce lessons, both in the academic domain and social-emotional/behavioral domains

Together we can maintain a climate of mutual respect and dignity, which will strengthen students' self- concept and promote confidence to learn.

## **District-Wide Behavior Management**

When students engage in inappropriate behaviors, clear procedures are needed to provide consistent feedback and support. Consistency promotes appropriate behaviors and supports a positive school community.

In all matters related to student conduct and discipline, the certified staff assumes the supervisory role of parent/guardian to the students. This relationship extends to all activities connected with the school program and may be exercised at any time for the safety and supervision of the students. District personnel including classroom teachers, Assistant Principals, Principals, and other certified employees or related service providers will promote behavior interventions and supports in accordance with this policy and District/school expectations.

All student discipline should be progressive in nature. It is also important to take into account all other relevant factors which may reasonably be determined in an appropriate response including:

- the student's age/developmental level
- the nature of the offense and the circumstances which led to the offense
- the student's prior disciplinary record
- the effectiveness of other forms of discipline
- information from parents, teachers, and/or others as appropriate
- other extenuating circumstances

## **District-Wide Positive and Preventative Behavior/Social-Emotional Interventions and Supports**

It is our goal to be proactive and preventative by providing frameworks for positive behaviors and reinforcing student successes. This practice can greatly reduce the number of subsequent misconduct and improve learning and engagement overall. The members of the Bristol Warren Regional School District work to support a positive environment by and through the following additional practices.

## **Expected School-Wide Behaviors**

Clearly defined behavioral expectations are defined and posted in all areas of every school. Students are taught and encouraged to practice our core values and beliefs. We teach expectations and appropriate behaviors utilizing the same practices as used to teach academics, including direct instruction, modeling, guided practice, progress monitoring, and acknowledgement of positive behaviors.

## **Relationship-building and Problem-solving Practices**

Practices that proactively build healthy relationships and a sense of community which can prevent and address conflict and wrongdoing. Conflict resolution practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values. These practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. Relationship-building and problem-solving practices also represent a mindset that can help guide adult and youth behavior and relationship management in schools. These conversations often include questions such as:

- What happened?
- What were you thinking about at the time?
- Who do you think was affected/impacted by your actions? In what way were they affected?
- What have your thoughts been since the incident?
- How did it make you feel?
- What can you do now to make things right?
- What will keep things right?
- How can others support you?

## **Social-Emotional Screenings & Supports**

Students in each of our District Schools have access to mental health personnel. The District's mental health staff have knowledge and training related to social-emotional well-being and work within the frameworks set forth by the Rhode Island Department of Education for social-emotional development.

Adopted: October 4, 1993  
Revised: August 25, 2003  
February 26, 2020  
October 17, 2022

Relevant Legislation:

[RIGL 16-2-17 Right to a Safe School](#)

[RIGL 16-2-17.1 In School Suspensions](#)

[RIGL 16-21-27 Alternate Education Programs](#)

[RI Compilation of School Discipline Laws & Regulations](#)

Cross Reference: BWRSD Subcommittees of the School Committee BCE-R