

Preamble for Culture & Climate Recommendations:

All stakeholders, including students, school staff, families, and community partners, are entitled to a safe, supportive, positive and orderly learning environment.

The Code of Conduct Principles for Student Behavior

The **Code of Conduct** is based on five principles that articulate City Schools’ expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own
4. I take pride in promoting a safe and clean learning environment at my school
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct

	Expectations of Students	Expectations of Faculty and School Staff	Expectations of Families (Parents and Guardians)	Expectations of Community Partners
Contributing to a safe environment	I will...	I will...	I will...	We will...
	<ul style="list-style-type: none"> • feel free to share with school staff when I feel uncomfortable or threatened • follow school rules, even when not specifically asked to do so • avoid participation in any activity or event that may intentionally or unintentionally cause harm to myself or others • share ideas and strategies for improving school climate and school discipline practices • respect the rules of safety that were developed specifically for my school and community 	<ul style="list-style-type: none"> • feel free to share with administrators when I feel uncomfortable or threatened • share ideas and strategies for improving school climate and school discipline practices • respect the rules of safety that were developed specifically for my school and community 	<ul style="list-style-type: none"> • feel free to share with school staff when I feel that my child (ren) may feel uncomfortable or threatened • share ideas and strategies for improving school climate and school discipline practices • respect the rules of safety that were developed specifically for my child’s school and community 	<ul style="list-style-type: none"> • work with the school community to help maintain safety and order in the area surrounding the school • feel free to share with school staff ways that they can help promote a safe environment around our community • respect the rules of safety that were developed specifically for the school and community

The **Code of Conduct** shall apply to all stakeholders at all times on all City Schools’ property, including in school buildings, on school grounds, at all school, school-related or Board-sponsored events.

Contributing to an orderly learning environment	Expectations of Students	Expectations of Faculty and School Staff	Expectations of Families (Parents and Guardians)	Expectations of Community Partners
	I will...	I will...	I will...	We will...
	<ul style="list-style-type: none"> • seek assistance when needed to help me understand lessons • provide assistance to my peers to help them understand lessons • remain focused on my lessons • complete all assignments to the best of my ability • establish and maintain positive relationships with all stakeholders 	<ul style="list-style-type: none"> • come to school prepared to support diverse student learners • support students' backgrounds with regards to, but not exclusive to, culture, race, and gender identity • prepare engaging lessons that meet the needs of diverse learning styles • conduct myself in a manner befitting my role as educational leader • establish and maintain positive relationships with all stakeholders 	<ul style="list-style-type: none"> • send my child(ren) to school ready to learn • assist my child with homework and other school assignments • seek resources to help my child if needed • establish and maintain positive relationships with all stakeholders 	<ul style="list-style-type: none"> • provide resources (human, financial, etc) to support success of all stakeholders • contribute to the well-being of all stakeholders in and around the school community • establish and maintain positive relationships with all stakeholders

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Tiers of Interventions

A major initiative of BCPSS is **Positive Behavioral Intervention & Supports (PBIS)**, which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on establishing and sustaining a three-tiered system of support to enhance student achievement. Students often need encouragement and acquisition of new skills to improve their behavior. They also may need support to help them improve behaviors. School faculty and staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions. We are here to support our student learners.

(Center for Positive Behavior Intervention Support, University of Oregon)

Three Tiers of Intervention

Tier 1- All students

Includes: general curriculum enhanced by acknowledgement of positive behaviors, and clearly stated expectations that are applied to all students

Tier 2-Targeted Interventions

Focus on:

- specific and detailed interventions for students who may need assistance with adhering to and/or complying with expectations of positive behaviors
- interventions that are part of a continuum of positive behavioral supports

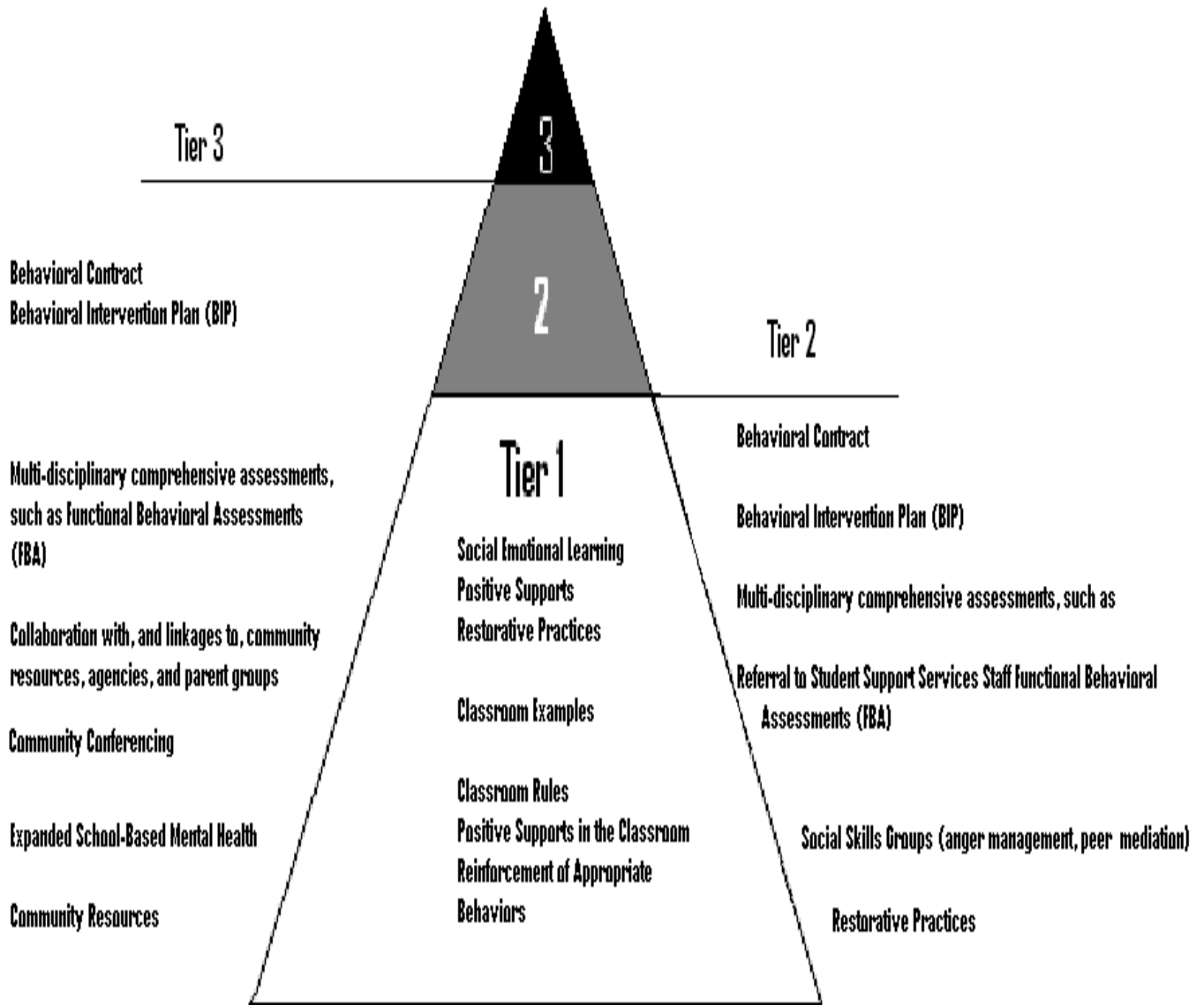
Tier 3-Intensive Individualized Interventions

Focus on:

- assisting those individual students who have demonstrated a pattern of problematic behaviors
- interventions involving functional behavioral assessments and behavioral intervention plans
- systematically abolishing problematic behaviors that have a negative impact on student learning

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The Code of Conduct



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BTU Recommendations

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