
AURORA PUBLIC SCHOOLS
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DISTRICT PHILOSOPHY STATEMENT ON STUDENT DISCIPLINE

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The Aurora Public Schools Board of Education believes that facilitating learning is the primary function of the district and its schools. It also believes that students must not only master academic content, but must also acquire behavioral skills which are necessary for their ultimate success. All social institutions, including schools and places of work, have rules which establish the behavioral expectations of its participants. In a public school district these rules must reflect the need to promote an environment which is safe and conducive to learning. Such rules must also reflect the need for mutual respect and cooperation among all persons in the school community.

Where students fail to follow established rules, discipline may be necessary. Discipline should be consistent, persistent and fair. It should be instructive and corrective; its focus should be on helping the student to change or control inappropriate behavior, rather than on punishment. The ultimate goal should be the students' acquisition of self-discipline so that little external intervention and enforcement is required.

Governing Principles

These principles and the district philosophy statement on student discipline shall guide the application of the district's student discipline policies and regulations and shall assist in interpretation where the policies and regulations do not provide specific guidance about how to deal with an individual situation.

- Discipline should only be employed for one of two purposes: 1) as a tool for learning; or 2) as a means to maintain an atmosphere that is safe and conducive to learning.
- Greater attention should be given to the prevention of inappropriate behavior than to consequences for misbehavior.
- Good classroom management and thorough engagement of students in learning are among the most effective ways to reduce inappropriate behaviors.
- Removal of a student from the learning environment may sometimes be necessary either for the safety of others or to ensure an appropriate learning environment.

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- The consequences for any offense should be just and age appropriate. The existence of a fair and effective discipline program is the shared responsibility for all stakeholders, including students, staff, parents and the larger community.
- Out-of-school suspension is only one among many possible disciplinary consequences, and may not be the most effective way to change behavior. A student should be given the opportunity to continue her/his education while receiving disciplinary consequences whenever school administration believes this can be accomplished without endangering the safety of others or the quality of the learning environment,
- Adults have a responsibility to be sensitive to students' individual needs and circumstances and to make sincere efforts to deal with students in light of these factors.
- Adults should model the behavioral expectations they have for students.
- Every child should have an adult advocate at school. This means schools should strive to build relationships between the student who exhibits behavior problems and some adult within the school who can talk with the student about problems and to whom the student feels a personal connection.
- Discipline should not be viewed as a means of condemnation or retribution.
- Staff development and student education in areas such as anger management, conflict resolution, and behavioral support will assist in attaining a fair and effective student discipline program.

CROSS REFS.: JK.1, Student Discipline
JKD/JKE, Suspension/Expulsion of Students