



# Santa Cruz City Schools Learning Community Behavioral Expectations

**See links for expanded explanations of items below**

## Philosophy

All students have a right to a safe, welcoming school environment and each student has a responsibility to support a positive and safe campus community. It is our goal to communicate clear expectations for students. This document specifically outlines district expectations and state laws that are implemented to ensure a school where everyone can thrive.

***Student success in education is a collaborative effort involving students, staff, and families.*** Students must stay engaged and seek help when needed. Staff shall provide quality instruction, support, and a caring, effective learning environment. Families contribute by fostering a supportive home atmosphere and maintaining open communication with the school. Together, these efforts maximize each student's potential for academic achievement and personal growth.

Each School in Santa Cruz City Schools has developed their own [school wide behavioral expectations](#) that are specific to their unique school environment. These site-based expectations ensure students are clear about what positive behaviors look like on their campus.

## [Dress Code](#)

Santa Cruz City Schools believes that students should dress appropriately for school, and have freedom to express themselves in ways that do not disrupt the learning environment. While we are not eager to limit our students' self expression, our commitment to campus safety is our highest priority at school. Students shall follow the SCCS Dress Code in order to maintain a positive and safe learning environment.

## [Accountability for Learning Community Expectations](#)

Discipline is about teaching and learning. The root of the word discipline comes from Latin and means to learn. Our goal is to help students become accountable for their choices and actions. The goal of progressive discipline is the teaching of positive behavior, accountability, and responsibility to the community. When students are disruptive, act inappropriately, or do not adhere to behavior expectations, school staff shall determine the response needed to assist the student in bringing about appropriate conduct.

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. These teachable moments can include various types of supportive and restorative measures to help the learning process. Students will be accountable for their choices and support, interventions and/or restorative practices are a part of the learning process.

## **Athletics & Extracurricular (clubs, dances, etc.) Expectations and Accountability**

Athletics, clubs, and other extracurricular activities are privileges that we would like all students to be able to enjoy. Positive attendance, passing academic classes, and positive behavior are requirements in order to participate in these privileges. Students must have positive attendance overall to participate in any sport or activity. Students also must attend school (or have a medically excused absence) to participate in any athletic practice, game or extracurricular activity that occurs on that day or evening.