

ADMINISTRATIVE REGULATIONS FOR STUDENT DISCIPLINE

Each principal must be an active leader, defining what good discipline is and what expectations are of the staff and students. Each principal is responsible for reviewing the discipline policy of their school on an annual basis.

The result of the principal's review is reported in the student and faculty handbooks. During the review, the principal should:

1. Review state law and school board policy on discipline.
2. Hold discussions and come to a common agreement on the rules and conduct required in the commons areas of each school such as the playground, halls, rest rooms, etc.
3. Ask teachers to clearly define classroom rules and present them to the building principal to ensure staff support if necessary.
4. Ask teachers to develop lesson plans and teach good discipline in their classrooms during the opening weeks of school.
5. Ensure that all playground supervisors and other staff members who have contact with students are aware of state law and school board policy.

The principal should strive to ensure that the discipline in his/her school is a positive experience for students. Such an experience could change the student's behavior for the better and should increase the student's self esteem. Efforts should be continually made to assist the student to move toward self discipline and acceptance of the responsibility of citizenship in our society.

The principal, through in-service and other resources, should seek to continually improve the discipline process and climate of his/her school. Principals are expected to assist new and experienced staff, who are having difficulties, with constructive advice and in-service training.

The best discipline is preventive. Teaching good discipline skills, with clearly defined expectations and in service training for staff, are necessary first steps.

To actively promote good discipline and prevent suspensions and drop outs, the principal may apply the following measures:

1. Set up a process to assure that, as early as possible, parents are involved as part of the team.

2. Establish a simple process, either by telephone or letter, to assist staff members in notifying parents of potential problems while the problems are still manageable.
3. Anticipate discipline problems and move towards prevention of problems rather than correction.
4. Call for conferences of parents, student, staff members, and the principal when a pattern of misbehavior needs to be corrected.
5. Have the authority and responsibility to develop individual behavior modification plans and to set up student-parent-school contracts that allow the student to work toward achievable and clearly set goals of improved student behavior.
6. Work closely with other agencies such as Social Services, police, juvenile authorities, etc. in joint efforts to keep students in school and productively learning. School administrators and staff should actively promote a collaborative effort to find ways to prevent further discipline problems.

Corporal punishment or threatening any form of corporal punishment is strictly forbidden under NDCC 15.1-19-02. The principal will ensure that all staff members including part-time people know the state law and follow it.

Students who have received major disciplinary action, such as being suspended, should receive additional attention from counselors, staff, and principals to prevent further suspension or expulsion from school.

Behavior that disrupts the classroom and, thus, the education of other students cannot be tolerated. However, in moving toward the goal of keeping all students in school, the principal should work closely with parents, staff, other agencies, and the student to determine a contracted plan of action that will change the student's behavior and allow progress in learning to enable the student to achieve the goals that have been contracted.