

Student Discipline

The Board, in support of the aims of public education, believes that individual responsibility and mutual respect are essential. Nurture of the maturing process in each youth is of primary importance. This process, critical to the future of our democratic society, is closely linked with the balance that must be maintained between authority and self-discipline as the individual moves from a child's dependence on authority toward the more mature behavior of self-control.

It is generally recognized that a well-ordered community requires that some people be invested with legitimate authority to devote themselves, as far as possible, to care for the good of all. The exigency of this responsibility prompts the Board to charge the administration of the district to use its authority with wisdom, to employ democratic principles and to exercise prudence in the formulation of essential and enforceable rules.

People in schools must conduct themselves in such a manner to maintain a climate in which learning can take place. Most people want to conduct themselves in a manner which fosters this desirable climate. They will progress toward mature behavior and self-discipline if they are in an environment that nurtures personal responsibility.

It is clear that overall school morale affects students' attitudes and influences their behavior. The school must provide a well-planned teaching-learning situation in order to create the proper atmosphere for student conduct. The following principles of behavior management are vital in the establishment of that atmosphere:

1. Share behavior expectations with students and the reasons for those expectations. This includes sharing an understanding of why the expectations are reasonable;
2. Make sure that involved adults consistently apply the student behavior management plan;
3. Communicate the consequences of inappropriate behavior;
4. Adjust student instructional programs to the appropriate level of difficulty, whenever possible;
5. Maintain a positive classroom climate and model positive peer and teacher-student relationships;
6. Provide positive reinforcement for appropriate behavior and negative/positive reinforcement for inappropriate behavior;
7. Develop cooperative working relationships among the classroom teachers, school principal and parents to enable consistency throughout a young person's day.

The goal sought through use of these principles is that students will learn to make appropriate choices and develop the self-discipline necessary for independence beyond imposed authority. It is also incumbent upon the district to protect the rights of all involved in disciplinary action to protect the students' constitutional rights. It must be remembered that students learn responsible behavior through practice. Accordingly, the district's discipline program will be based on the following guidelines and goals:

1. Consistency of discipline must be assured each individual student;
2. "Fairness" or "reasonableness" required by the due process provisions of the Constitution is the essence of the conscience of the schools. "Fairness" is also a major purpose of these guidelines;
3. Learning and chaos are not complementary partners. Learning takes place best under an atmosphere of open communication, self-discipline and clearly understood control. The expectations in this area must be clearly outlined;
4. If the staff are to release its best potential, student conduct must be orderly and moderate. The productivity of the teaching-learning process is directly affected by a confused and disorderly student body;
5. It is important to the orderly use of district facilities that the use of all space be planned in advance;
6. Student dress and grooming is basically an individual responsibility of the student and his/her parents. Dress and grooming guidelines are established for the purpose of avoiding disruption of the educational process;
7. Vehicle use regulations are established to help assure the safety of all students;
8. Search and seizure policies are necessary to assure the safety and welfare of all students;
9. School officials must enforce the compulsory attendance laws for the state. Furthermore, irregular attendance is one of the prime causes of student failure and frustration with the schooling experience;
10. Since schooling is a learning experience, the problem of free expression must also be viewed as a part of the learning process. Therefore, school officials may, from time to time, find it necessary to review publications and to counsel on matters of libel, slander, journalistic ethics and the probable effect of statements or writings on the orderly operation of the school;
11. To help protect student and district property and to prevent disruptive activity, school officials must know if any persons who are not members of the staff or student body are inside the buildings or on the grounds;
12. To establish clear policies in the areas of discipline, suspension and expulsion that will ensure that the rights of the students are not violated while maintaining proper order in the schools.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 332.061](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240 - 339.280](#)

[OAR 581-021-0045](#)

[OAR 581-021-0050 to -0075](#)

Cross Reference(s):

JFC - Grounds for Discipline/Suspension/Expulsion

JGD - Suspension

JGE - Expulsion