

Each school must have a plan for managing student behavior that incorporates effective strategies consistent with the purposes and principles established in Policy JFC, “Student Conduct/Discipline.” School officials are encouraged to implement a system of positive behavior support and to seek other positive, innovative, and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

A. COMPONENTS OF THE PLAN

The plan should address: (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk of repeated disruptive or disorderly conduct are identified, assessed, and assisted; (2) positive behavioral interventions and possible consequences that will be used; and, (3) parental involvement strategies that address when parents or guardians will be notified or involved in issues related to their child’s behavior (see Policy JFDB, “Parental Involvement in Student Behavior Issues”).

No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling, and slapping. The Board prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No teacher, substitute teacher, student teacher, bus driver, or other employee, contractor, or volunteer may use corporal punishment to discipline any student. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment.

Principals shall avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with Board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment.

B. PROCESS FOR DEVELOPING AND EVALUATING THE PLAN

Principals are encouraged to use a team approach in developing and evaluating the school’s plan to manage student behavior. On at least an annual basis, the plan should be evaluated based upon data on disciplinary actions taken and the impact on student academic performance. Principals shall report on at least an annual basis to the superintendent and the Board on the effectiveness of the plan in minimizing classroom disruptions, referrals to the principal’s office, and the use of out-of-school suspension. The report also will address the plan’s effect on academic performance.

The superintendent also is encouraged to consider, develop, and propose new and alternative discipline programs to the Board.

Legal References: N. C. Gen. Stat. § 115C-47, -288, -307, -390.1, -390.2, -390.3, -391.1, -397.1

Cross References:

Policy JFC, "Student Conduct/Discipline;"

Policy JFDB, "Parental Involvement in Student Behavior Issues"

APPROVED BY BOARD

AND EFFECTIVE _____

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