Designing a School Wide Discipline Policy Using Staff Involvement

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Designing a School Wide Discipline Policy
Using Staff Involvement

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Grand Valley State University
Educational Leadership Program

Education 695
Dr. Robert Haggerty

FINAL PROJECT
submitted to the Faculty
of the School of Education
of the Degree of Master of Education

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# Table of Contents

I. Chapter 1 -- Project Proposal

A. Problem ..................................................................2

B. Importance and Rationale .................................2

C. Background ..............................................................3

D. Purpose ....................................................................4

II. Chapter 2 -- Literature Review ..........................8

III. Chapter 3 -- Project

Project description ...........................................15

Conclusions ..........................................................18

Recommendations ..................................................18

The Project-Zinser Elementary School
Behavior Expectations ..................20

IV. References ...................................................................................44

V. Appendices ...................................................................................47
Abstract

This study offers a way of designing a school wide discipline policy for an elementary school. Three components are necessary for successful design, implementation, and support. The first component is to involve as many staff members and parents as possible in making the decisions about the policy. The second component is to review current research pertaining to important components of a discipline policy. The third component is to review current discipline policies in use by effective schools. Next, design a discipline policy tailored to your building's specific needs. The result of this study is a discipline policy completed by an elementary school using the above three components.
Chapter 1

A. Problem

Schools need a discipline policy that is clear to all involved. Staff and parents need to be involved in creating a policy to meet the needs of their particular building.

Students need to understand what behavior is expected and the consequences for behavior that is inappropriate. Students need to have a safe and orderly environment to learn in. Having a school-wide discipline policy will help to create that environment.

Current research as well as current practices of effective schools need to be considered when designing a policy.

B. Importance and Rationale

School wide student management is an important issue in many if not most schools. Students make better choices and take greater responsibility for their own behavior in schools that possess a systematic, clear, effectively communicated system for responding to inappropriate behavior (Jones, Jones 1989). Some researchers point to the relationship between students' behavior and the quality of personal relationships in the school environment (Glasser1988; Purkey & Novak, 1984). Students who feel safe, accepted, and cared for in school seldom
exhibit disruptive behavior.

This project is necessary because our staff and parents have come to a consensus on the need for a school wide discipline policy to meet the needs of our building.

C. Background

Zinser Elementary School has not had a discipline policy in the last five years. Staff members have reported an increase in inappropriate student behavior during that time. In researching this topic, I have found that schools that have a clear discipline policy are more successful in facilitating learning. Also research has found that one of the seven correlates for effective schools is a safe and orderly environment (Lezotte, 1985).

Our staff has been involved with the school improvement process for the past two years. The staff began with writing a mission statement and exit outcomes. Then our staff brainstormed ideas for improving our school using the exit outcomes as the umbrella. Staff decided to write an action plan to complete a school wide discipline policy. Teachers felt that teachers, playground aides, and all other school personnel needed a consistent plan for dealing with inappropriate behavior. The goal for
staff is to have a safe and orderly environment that enhances student self-esteem.

D. Purpose

The purpose of this project is to develop a written discipline policy that meets the needs of an elementary school. Staff and parent involvement are used throughout designing the policy. The following are the steps used to complete the discipline policy:

1. Bring staff and parents involved up to date on current research about discipline policies. This research should include reasons for having a discipline policy, popular discipline policy methods used by effective schools, and components found in effective school wide discipline policies. Have a staff member, your intermediate school district, or someone from outside your district do this task. For this project a staff member will be discussing the research at scheduled staff meetings.

2. Survey teachers concerning their beliefs about the current discipline procedures. Use an informal survey completed by all staff members (Appendix A). Summarize the surveys and report the results back to the staff. Staff needs to be aware of present procedures, and what they would like to see as a result of a new policy. The summary of results will
help to focus staff on areas they would like to improve, and goals they would like to meet.

3. Staff members, including support staff, and a select group of volunteer parents will each choose a different school district in the area and research what discipline policy is currently being used at the buildings. The staff member will interview personnel involved with using the discipline policy and report their findings on a discipline policy survey (Appendix B). Interviewing someone from administration, someone from the teaching staff, and a parent in the district is strongly suggested. The three different people may view their policy in completely different ways. The staff will also acquire any written plans the school has. This will give us a sample of discipline policies used in our area. From the summary, a philosophy and goals of the discipline policy will be set.

4. Randomly assign teachers, support staff, and parents to groups of four. Each group will then evaluate the plans from the other districts. Have each member summarize their findings orally to the group. Next, the group will evaluate the policies using an evaluation form (Appendix C). The evaluation form will help the staff find the plans that have components most likely to be used in our policy.
5. One member from each group will volunteer to be the leader of that group. Each group leader will collect their group's evaluations and policies. The group leaders will then meet to discuss the plans rated the highest by their group members. This group of leaders will then draft a possible discipline policy using a combination of all the desirable aspects of the other districts' plans.

6. The group leaders' will take the rough draft back to their group of four to discuss any changes. The members will give their suggestions and the leader will make notations of all comments.

7. The group leaders will meet again to go over the comments their groups added. The group will make changes in accordance with the comments noted.

8. The group leaders will use the ideas from step 7 and draft a second discipline policy.

9. Report the second draft to the entire staff on an overhead projector. Staff makes any changes needed and comes to consensus on accepting the plan. If consensus is not reached, return to step 6.
10. The group leaders will now write a final plan.

11. Send the plan to the superintendent for review and approval. Any changes or recommendations are reviewed by staff.

12. Send the plan to a lawyer for review. Group leaders will review any recommended changes. Changes are made according to the laws.

13. Students will submit drawings to be included in the final booklet. Drawings are chosen by the staff and added to the text.

14. The final draft will be sent to the printers.

15. The logistics of the plan are carried out.

16. The final draft is presented to all staff members, students, and parents.

17. The plan is implemented by staff.

18. The plan is informally evaluated every marking period.

19. The plan is evaluated by staff and parents at the end of the school year (Appendix E).
Chapter II

Literature Review

Developing an effective discipline policy requires staff and parent involvement and familiarity with relevant professional literature. First, issues of staff involvement will be reviewed. Then the literature review will address other practices and experiences found within other school districts along with literature about actual components needed in an effective policy.

In establishing an effective school discipline policy, Meyers and Pawlas (1989) stress staff involvement. Involving staff will ensure that the plan is tailored to a school's specific needs (Moles, 1991). The movement toward site-based decision making and consensus decision making are important prerequisites to achieving a school's mission, student outcomes, and any other plan for school improvement, such as a discipline policy (Zinn, 1992).

The thrust of site-based decision making is to drive decisions down to where the action is. As a result, school improvement teams and staff that possess decision making techniques that are time effective and
facilitate involvement of all participants, will produce high quality
decisions (Cawelti, 1989).

Today, no person has all the knowledge and experience necessary to
make high quality decisions. Our world has become too complicated,
complex, and competitive for any one person to know it all and do it all
(Zinn, 1992; Meadows, 1992).

Bachus (1991) surveyed teacher's attitudes toward participatory
decision making. The majority of teachers indicated a desire to be
involved in decisions. One area teachers want to be involved in is
discipline.

The idea of shared decision making must start at the administrative
level. Streshly (1992) states that twenty-first century principals must
have a participatory school culture to succeed. The literature on planned
change and effective staff development would suggest that teacher
involvement will cause enduring change, because it builds
commitment and local ownership through the involvement process
(Lezotte, 1985). An example of a school system that did not use teacher
involvement was Chicago. Chicago adopted a system wide Uniform
Discipline Code (UDC) as an administrative convenience, but teachers were
not as enthusiastic. The existence of the UDC has made little impact on the improvement of discipline management (Menacker, 1988).

The Charleston County School District (South Carolina) sought a discipline program to improve high rates of student misconduct by using school improvement teams, feedback, and administrative support. This program met its goal (Gottfredson, 1990).

As stated earlier, one source of new knowledge for teachers can be found in research and another in case descriptions of practices that have proven effective elsewhere (Lezotte, 1985). Two widely used school wide discipline plans are Assertive Discipline and Reality Therapy (Render, Padilla & Krank, 1989). Reality Therapy is a ten-step approach to school discipline. This approach provides school personnel with a systematic, hierarchic series of responses to student misbehavior. The entire staff is introduced to this approach and is asked to agree to use the model as the primary method of handling discipline. The staff then develops a form for recording plans made with students. This form not only encourages a uniform approach to problem solving but also allows plans to be clearly communicated. Jones and Jones (1989) strongly support Glasser's Reality Therapy approach to responding to unproductive
student behavior.

Assertive Discipline is another method of discipline providing teachers with classroom control. In this system the teacher states nonnegotiable rules to students and informs them that violation of these rules will result in clear, negative consequences. The ineffectiveness of Assertive Discipline was recently supported in an analysis of current data on this approach (Render, Padilla, & Krank, 1989). These authors examined all available studies in which information was gathered in some systematic way. In the 16 studies they found, they were surprised to note that not one study systematically investigated the program's effectiveness compared with any other approach. They found no evidence that Assertive Discipline is an effective approach deserving school wide or district wide adoption (p. 72). Assertive Discipline and Reality Therapy are discipline programs that are complete. There are professionals trained in the use of these policies. Many schools adopt these policies as is. The problem with this is that the policy may have effective components as well as ineffective ones. It is necessary to look at what research is available about the program. A school district must also be sure that the policy meets their goals and philosophy. There are many policies in use today in American schools. The Phi Delta Kappan Commission on discipline has
published a Directory of Schools Reported to Have Exemplary Discipline. (Pinnell, 1982). In reviewing this directory, the interested investigator may find a policy that meets specific goals and philosophy, or parts of several policies may be incorporated into one.

The final area needing research is the components of an effective school's discipline policy. School programs for handling discipline must be based on the creation of positive, productive learning environments, and commitment to helping students develop skills they need to become responsible self-managers (Jones & Jones, 1990). When developing a school wide student management plan, it is essential that school personnel frame the plan within the context of a clear philosophy or goal statement (Duke, 1986). Along with a philosophy statement that focuses attention on the positive goals related to student management, an effective school wide student management plan must consider the following components (Jones, 1984).

The first component focuses on positive school climate and positive consequences for responsible behavior. Several researchers and writers point to the relationship between students' behavior and the quality of personal relationships in the school environment (Glasser, 1988; Purkey &
Novak, 1984; Jones & Jones, 1990; Harris, 1992)

Other studies suggest that students perform more effectively and behave more appropriately in schools that provide reinforcements for positive student behavior (Erickson, 1988; Reef, 1991).

A second component is that teachers are expected to implement affective instructional and management methods in their classroom. Preventive discipline is an important part of any classroom (Purkey & Novak, 1985; Carducci & Carducci, 1984).

A third component of a program needs to emphasize training that provides students and staff with new personal and educational skills. Student misbehavior is usually related to students lacking skills for meeting their needs within the school environment. Responses to students' misbehavior should assist students in developing new behavior that will help them have a more positive school experience (Siberman, 1980; Johnson, Johnson, Dudley & Burnett, 1992). Citizenship is as important to the education process as academic concerns (James, 1991). All school aides must also have the training necessary to meet the needs of the policy and the students (Colvin & Lowe, 1986).

A fourth component is to include clear, concise school rules that are
systematically communicated to students, parents, and staff. (Ban, 1987; Arnold, 1989).

The fifth component is inclusion of a clear statement about consequences associated with violating rules. A handbook is a good idea (Arnold, 1989). It is a written reference of rules, expectations, and consequences.

Component six requires a consistent response to students referred by a staff member. An effective program includes written referrals from the teacher followed by written feedback from the administrator or staff member responsible for handling the referral (Jones & Jones, 1990).

Component seven suggests that a policy have a systematic procedure for involving parents in working with the school to alter their child's behavior (Ban, 1987).

The final component is to evaluate the program and its effectiveness in meeting the goals and philosophy of the school (McDaniel, 1989).
A. Project Description

This project represents the writer's efforts to develop a school wide discipline plan for an elementary school. The following are the steps taken to complete the project:

1. Staff and a volunteer group of parents were brought up to date on current research relating to discipline policies.

2. Staff and parents were surveyed to determine their beliefs about current discipline practices. This was done with an informal survey (Appendix A). The survey results were compiled and summarized. Results were reported back to staff. Goals and a philosophy about a discipline policy were decided and written.

2. Each staff member and a select group of volunteer parents were asked to interview an administrator, teacher, and parent in another school in the area. The purpose of the interview was to find out what discipline programs are being used in our area. Using a list of questions provided (Appendix B), staff and parents interviewed the people about their discipline policies. If the school had a written discipline policy, the staff member acquired a copy of it.
3. Staff and parents were assigned randomly to groups of four. Each group of four had to evaluate the plans they had researched. Groups did this by having each member discuss the plan they researched. Then as a group they evaluated the plans on an evaluation form (Appendix C).

4. One member from each group volunteered to be the group leader. Group leaders collected the plans, interviews, and evaluation forms from all the members. The group leaders then met and discussed the plans with the highest ratings. Using those plans, the group leaders drafted a discipline policy that contained a combination of several different plans.

5. The group leader took the rough draft back to his/her group of four. The group discussed possible changes for the draft and the leader made written notations of all suggestions.

6. The group leaders then met again to go over the changes suggested by the group members. The leaders made changes to the rough draft according to the group's suggestions.

7. The group leaders wrote a second draft of the discipline policy.

8. The second draft was taken back to the entire staff to edit. Staff made any changes necessary and consensus was reached to accept the policy.
9. The group leaders wrote the final plan.

10. The plan was sent to the superintendent for review and approval.

11. The plan was sent to the lawyers for review. The lawyer did not find any objections to the plan.

12. Students were asked to submit pictures to go with the plan's text. Pictures were chosen by staff and added to the text.

13. The final draft was sent to be copied and bound.

14. The logistics of the plan were discussed. Needs were identified, typed, and distributed (Appendix D). A volunteer group of teachers and the administrator agreed to take care of the logistics of the plan.

15. The final draft was presented to staff, parents, and students.

16. The discipline policy was implemented.
C. Conclusions - First, using total staff involvement was the most beneficial part of this project. Implementation and success of a project for improvement at the building level is extremely likely when the people involved in carrying out the project are the people involved in making the decisions. In the past our staff has received many different programs to implement. I have seen an immense difference in the implementation of this program because it was designed by the people responsible for implementing it.

Second, staff, parents, and students seem much more confident about behavior expectations at Zinser Elementary. Teachers like the sequential steps involved with the plan. Students like the positive awards and knowing the rules and consequences.

D. Recommendations - I recommend total staff involvement to any school that has a plan for improvement. When you involve the entire staff, the wealth of knowledge and research are abundant. Ideas are considered from many points of view. What one person overlooks, another finds. What one person doesn't understand, another clarifies. If teachers and support staff are going to understand, implement, and support programs, they must be involved with the decisions from the start.
I would also recommend that schools use not only current research, but also current practices being used by effective schools. Once we surveyed the other school policies in our area, I doubt we could find a way to discipline students that had not been covered by one of them.

Finally, I would recommend that every school have a written, clear, concise discipline policy. All staff members, parents, and students need to know the behavior expectations and the consequences for not following them. Problem solving needs to be an important part of the program. Students must solve problems and learn alternative behaviors to use.

The final step of this project has not been completed. It is the step of evaluating the discipline policy. This is an extremely important part of the discipline policy. Nothing should be instituted in the schools without evaluating whether or not it is meeting its goals.
B. Project Results -

Zinser Elementary Behavior Expectations Handbook
Zinser Elementary Staff - 1993-94

Monte Czuhai Principal
Patty Brown Secretary
Robin Arkesteyn Secretary Aide
Cindy Zartarga 1st Grade Teacher
Mary Lou Downey 1st Grade Teacher
Jean Hindenach 1st Grade Teacher
Kay Szymanski 1st Grade Teacher
Anne Miller 2nd Grade Teacher
Frank Kozarski 2nd Grade Teacher
Bill Pahl 2nd Grade Teacher
Vonnie Bouwkamp 2nd/3rd Grade Teacher
Theresa Wells 3rd Grade Teacher
Nancy Taylor 3rd Grade Teacher
Vicki Elzinga 3rd Grade Teacher
Marilyn Holmes 4th Grade Teacher
Cindy Ruscett 4th Grade Teacher
Susan Laninga 4th/5th Grade Teacher
Sue Guy 5th Grade Teacher
Herb Brown 5th Grade Teacher
Marji Yokom 5th Grade Teacher
Nancy Verhey Kitchen
Cindy Lillibridge Kitchen
Jack DeLeeuw Custodian
Charlie O'Hanesian Custodian
Cande Elchroth Music Teacher
Debbie Thorton Band Teacher
Linda Rossell Art Teacher
Patty McClenathan Physical Education Teacher
Carol Egner Playground Aide
Betty DelCastillo Playground Aide
Margaret Myers Playground Aide
Joan Meyer Classroom, Playground & Lunch Aide
Shelly Crowley Classroom, Playground & Lunch Aide
Bunny Terwee Inclusion Aide
Pat Salo Speech
David Borst Reading Consultant
Ann Askainen Special Education Consultant
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Papranec</td>
<td>Chapter 1 Teacher</td>
</tr>
<tr>
<td>Jan Harberts</td>
<td>Chapter 1 Aide</td>
</tr>
<tr>
<td>Chris Huizenga</td>
<td>Chapter 1 Aide</td>
</tr>
<tr>
<td>Cheryl Rusche</td>
<td>Chapter 1 Aide</td>
</tr>
<tr>
<td>Sue Steketee</td>
<td>Chapter 1 Aide</td>
</tr>
<tr>
<td>Debbie Rodenhouse</td>
<td>Librarian</td>
</tr>
<tr>
<td>Mary Ann Kaiser</td>
<td>Library aide</td>
</tr>
<tr>
<td>Paul Van't Hof</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Ted Oosta</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Lorrie Conran</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Diane Wilson</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Jacque Drowne</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Debbie DeLeeuw</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Jerry Gavin</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Ruth DeWitt</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Sam Blauw</td>
<td>Bus Driver</td>
</tr>
</tbody>
</table>
Dear Zinser Parents and Children,

A committee of teachers, support staff, and parents has worked very diligently to develop written expectations of behavior at Zinser School. These understandings relate to what we feel is important about the teaching and learning environment. These expectations apply to all areas of school like. However, we understand that when special circumstances occur, they must be taken into consideration.

Please read this booklet over as it contains the information and procedures we are utilizing to provide a safe and supportive environment for your children. As you will read, the information in this booklet provides for the well-being of all while stressing the need for self-direction. Discuss appropriate selections of this booklet with your child, and respond with your supporting signatures on the last page. Remember, most of what is in this booklet has been discussed with your child and will be reviewed periodically.

This booklet should be a reminder of our ongoing mutual commitment to every person who serves, learns, or visits our school that we have the right to expect a safe, orderly, and caring environment that supports the learning process.

Sincerely,
Zinser Elementary Staff
Our Zinser Mission

All students will learn well through the efforts of our school community.

Zinser Philosophy

Zinser School offers its students an opportunity to develop skills as an individual and a group member. We seek to strengthen the child's self-esteem and self-respect. Through love, understanding, and nurturing, security is built. This security provides a foundation for our ability to maintain standards of behavior at Zinser School. Students and staff respect themselves and each other.

We have high standards for all our students and staff. We are a learning staff, always seeking ways to provide a more effective, nurturing, and exciting learning environment for our students. We find that all experiences provide something to help us grow.

Both teaching and learning require a state of readiness and a sense of timing. Students need to be exposed to a variety of teaching and learning styles so they begin to recognize and seek their own best learning situations.

Our staff has written outcomes we hope every child will achieve before leaving our school.
- Be a self-directed, responsible person
- Utilize problem solving skills
- Work cooperatively
- Communicate effectively
- Be quality producers

Basic Expectations Of All Zinser Children, Staff, And Adults:

We realize that each teacher creates and enforces certain classroom rules intended to promote learning through his or her particular teaching style. However, we have some basic guidelines that are very important to observe throughout our school. It must be understood that there may be circumstances whereby an exception to the rule may be exercised.

Building "Bees":

- Be on time
- Be a walker
- Be careful with language (no obscene language allowed)
- Be courteous (including the use of words from the term EMPTY: (Excuse Me, Please and Thank You)
- Be kind to others
- Be prepared for class
Hallway Expectations:

1. Walk at all times.
2. Walk on right hand side of hallways.
3. Keep voices low, particularly when classes are in session.
4. Respect hallway displays.

Classroom Expectations:

1. Follow all classroom rules discussed at the beginning of the year.
2. Cooperate with peers and adults involved in classroom activities.

Playground Expectations:

1. Play Areas
   
   A. Children are to play on the north and east side of the building within the boundary lines.
   
   B. Wet ground conditions will limit play to tarred surface areas.
   
   C. Tarred surface areas are to be used for games such as: four-square, hopscotch, basketball, and jump rope.
   
   D. Running, chasing or tag games are not permitted on tarred surface
areas or within the woodchip area.

E. Weather permitting, grassy areas are to be used for soccer, touch football, softball, kickball, and tag games.

F. Yellow painted areas are off limits to all students.

G. The time-out areas are for designated students only.

II. Activities

A. Games involving tackling, "piggyback rides" and other rough physical conduct are unsafe and prohibited.

B. Snowballing is permitted at designated targets only.

C. No objects are to be thrown except those used in acceptable games.

D. Climbing fences to retrieve balls is not allowed unless permitted and supervised by a playground supervisor.

E. Sliding on snow and ice is not permitted.

F. Spitting is not permitted.

III. Equipment (All equipment is expected to be shared.)

A. From Home

1. Equipment (toys, balls, games) from home is not allowed.

Baseball gloves are the only exception, and they must be labeled with your first and last name.
B. Swings

1. One child, in sitting position, per swing.
2. Swings must be stopped before getting off.
3. Swings are to go back and forth, not sideways.

C. Disc and Spring Animals

1. Only K-2 allowed on the disc and spring animals.

D. Merry-Go-Round

1. Use only in sitting or standing position while hanging on.
2. No pushing or pulling of other children.
3. No tug-of-war allowed.

E. Slides

1. Use in sitting position, facing forward; climb up on ladders only.

F. Bars

1. Flip stunts such as "cherry drops" are unsafe and not allowed.
2. No pushing or pulling on students using the bars is allowed.

G. Tire Swings

1. Only two on at one time.
2. No climbing on the top of the structure.
3. Feet and legs are to be on the inside of the tire swing at all times.

IV. Proper Dressing for Outside

A. Dress for weather conditions, including your feet. Weather conditions other than rain, severe cold, or wind chill, rarely keep us inside for recess.

B. Clothing belonging to others is be respected, not taken or played with.

C. Hats, combs, and other clothing are not to be shared.

V. Procedures

A. Students need to go directly outside when dismissed for recess and return directly to their classrooms after recess. No loitering in hallways or bathrooms.

B. Students will be expected to go outside for all recesses unless they have a WRITTEN NOTE from their parent.

C. Students may not enter the building once they are out for recess unless they have permission and a pass from the supervising aide.

D. Playground aides are to be treated with respect.
LUNCHROOM EXPECTATIONS:

1. Walk to, in, and from the lunchroom quietly and orderly.
2. Use good table manners.
3. Talk quietly with people at your table.
4. Raise hand and remain seated until dismissed.
5. Place all trash in appropriate containers after you are dismissed.
6. Cooperate fully with lunchroom supervisors.
7. Throwing food is not allowed.

Basic Understanding For All Zinser

Children, Staff, And Parents:

We all know that a safe and orderly environment in any school setting is necessary before learning can take place. Without it, teachers cannot teach and children cannot learn.

We recognize three basic factors with regard to discipline:

1. Preventive Discipline... Most discipline problems can be avoided by staff members who are enthusiastic, caring and who provide a stimulating, well organized, and effectively managed classroom and school environment.
2. **Supportive Discipline...** Staff members will support and promote desirable behavior through praise and positive reinforcement. The following programs continue throughout the school year:

   A. **"Caught You Being Good"** awards
   
   B. Individual classroom rewards-teacher initiated

   C. **Citizenship Awards:**
   
   1. **Name on hallway display** when student does not have any misconduct reports for one marking period.
   
   2. **Bumper sticker** when student does not have any misconduct reports for two consecutive marking periods.

   3. **Superintendent certificate** when student does not have any misconduct reports for the entire school year.

   (Presented at an end of the year assembly.)

3. **Corrective Discipline** ... If undesirable behavior exists despite preventative and supportive efforts, further action will be taken to correct the problem. Students will be given reminders, asked to spend time in a time out area, or walk along with supervisors.
Repeated misbehavior or deliberate misbehavior will be handled according to the following plan:

A. **Minor Offenses** are any classroom, hallway, playground, or lunchroom expectations that are not being followed.

*Step 1* - student will receive a stated warning from the supervising staff.

*Step 2* - 2nd offense - student will receive a misconduct/action plan report, completed by the supervising staff. This misconduct/action plan report will be sent home for the child to complete, and for the child and parent's signature. This form is to be returned to school the following day. If the form is not returned, parents will be contacted.

*Step 3* - Three misconduct/action plan reports will result in an after school detention. Detentions will be on Tuesdays and Thursdays from 3:15 - 3:45. Teachers will staff detention on a rotating basis. Parents will be notified in advance when an after school detention has been issued. Parents will be responsible for providing transportation home at 3:45 for any child who spent time in the after school detention room.
Following an after school detention, the student will start again from Step 1.

**Step 4** - The second detention will result in a conference with parent(s), student, and principal.
I had to speak with your child about behavior today. It is important that you know when there are behavior problems at school. We ask for your support by discussing this matter with your child.

Student's Name_________________________ Date_____________________

Teacher's Name__________________________

Observing Staff________________________ Class or Location ____________

Report: 1 2 3
(Circle One)

Offense: __________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

The attitude of your child during our discussion of the above was:

_______Regrets incident, cooperative

_______Does not acknowledge problem, uncooperative

Your help is greatly appreciated. By working together, we can help our students develop responsibility and maturity.

Please sign this note and return it to me by the next school day as an indication that you received and read the report.

Parent Signature__________________________
STUDENT ACTION PLAN

Students in grades 1 or 2 dictate to their parent or guardian. Students are encouraged to place their thoughts on paper without worry about grammar or spelling.

1. WHAT DID I DO?_________________________________________________

2. WHAT PROBLEM DID THIS CAUSE?________________________________

3. WHAT COULD I HAVE DONE INSTEAD?
   A). ______________________________________________________________
   B). ______________________________________________________________
   C). ______________________________________________________________

   (CIRCLE THE BEST ONE.)

4. WHAT WILL I TRY TO DO NEXT TIME? ________________________________

   STUDENT SIGNATURE______________________________________________

   PARENT/GUARDIAN SIGNATURE_______________________________________

   STAFF SIGNATURE_________________________________________________
B. Major Offenses are treated with more emphasis because the potential harm caused by such behavior is more severe. The following are considered major offenses:

- Leaving school grounds without permission
- Theft/Vandalism
- Fighting or intentionally hurting other students or adults
- False activation of fire alarms
- Falsifying information (behaviors potentially dangerous—e.g., falsifying a note.)
- Refusal to follow supervising staff directions, and/or argumentative behavior.

Major offenses will be dealt with in the following manner:

**Step 1** - Major Misconduct Report - Student will be called to the principal's office. Parents will be contacted. After school detention will be arranged.

**Step 2** - Second Major Misconduct Report will result in a conference with parents, student, and principal.
--Sample Form--

MAJOR OFFENSE MISCONDUCT REPORT

Student's Name ___________________________ Date________________

Teacher's Name ___________________________ Grade______________

Observing Staff______________________________

MAJOR OFFENSES:

_____ Leaving school grounds without permission.  _____ Falsifying information
(/behaviors potentially dangerous- e.g., falsifying a note)

_____ Fighting or causing harm to other students or adults.  _____ Theft/Vandalism

_____ False activation of fire alarms.  _____ Refusing to follow
supervising staff direction, and/or argumentative behavior.

_____ Other ________________________________

Description of Incident: ____________________________________________

____________________________________________________________________

____________________________________________________________________

Action taken: _______________________________________________________

____________________________________________________________________

(Principal's Signature)
An Overview of the Basic Responsibilities and Expectations for Our Zinser Children, Parents and Staff:

Children

It is my responsibility to:

- Complete daily classroom work
- Respect the differences in all individuals
- Care about others and help those who need extra consideration
- Respect and respond politely to teachers, aides, custodians, substitute teachers, secretaries, lunchroom servers, visitors, parent helpers, principal, safety patrol, and other children
- Be patient with others and respect their feelings
- Be a good listener
- Be quiet in areas of the building where others are trying to work
- Respect property belonging to myself and others
- Remember not to be "E.M.P.T.Y." when the terms Excuse Me, Please or Thank You are needed

As a result, I can expect to:

- Learn
- State my thoughts and opinions without someone making fun of me
- Work without being disturbed
- Be safe in the classroom, lunchroom, hallways, playground and to and from school

- Ask the teacher for help when I don't understand

Teachers, Principal, Support Staff

*It is my responsibility to:*

- Have respect for children's thoughts and feelings
- Be kind, caring and understanding
- Be willing to help any child needing extra assistance
- Be consistent and fair in dealing with any behavior problems
- Instruct to the best of my ability
- Give clear directions
- Help my students develop self-motivation
- Provide a classroom that develops a love of learning
- Remember that children learn by the example I set
- Help children learn to express their feelings, including anger and frustration, in appropriate ways
- Communicate regularly with parents, sharing how we can work together to promote the child's best interests at school and at home
As a result, I can expect to:

- Be respected
- Have parental support in working toward the expected behavior of our children
- Have children give other people the same respect that they give me
- Work in an environment that fosters and promotes teaching and learning
- Have children be responsive to directions and responsible for completing their work
- Have children behave appropriately for substitute teachers

Parents

It will be helpful for us to:

- Be familiar with Zinser School procedures
- Support the school staff in its expectations of our children
- Remember that children learn by the examples we set
- Have our children learn punctuality, by arriving at school on time
- Communicate any questions and concerns directly to the teacher for a prompt response
- Be sure our children:
-are dressed for weather conditions

-attend school every day they are well

-remain at home when they are ill or not fully recovered

-come to school well rested nourished

-Read to our children on a regular basis

-Provide a proper place and time for homework

-Have an identified place for all school communication (menu, etc.)

As a result, we can expect that:

-We will have the necessary safe school environment in which our children may develop and learn

-Our children will be able to work to the best of their abilities

-Information about ongoing activities will be regularly received from the Zinser office

-Our children's teachers will communicate with us regularly
Commitment Page

Parents, please read the following statement, and note that your child's teacher has already signed it, indicating her/his dedication to helping Zinser School be the best it can be.

We have reviewed the contents of this booklet and indicate our support by signing below and completing the team.

______________________________
Parent(s)/Guardian(s) Signature

______________________________
Child's Signature

______________________________
Teacher's Signature

Date ________________

Return this page to your child's teacher by September ______, 1993
References


V. Appendices
Discipline Plan Survey

Please give this completed survey to Cindy by April 2nd.

Answer the following questions with as much detail as possible. Please think of the entire school while answering these questions. While all of these questions pertain directly to a discipline plan, remember that discipline is not a synonym for punishment. Thank you for your cooperation.

1. What is your definition of a school wide discipline plan? What areas of the school do you see a plan affecting?

2. What are we currently doing about student behavior that you like?

3. What behaviors in our building do you see as inappropriate?

4. What benefits do you see in having a school wide discipline policy?

5. Please write the name of the district you are researching
Discipline Policy Survey

School_________________________ District______________________________

Interviewer______________________

Person Interviewed ______________

1. Do you have a district discipline policy? Yes ___ No___

2. Do you have a district discipline policy common to all elementaries? Yes___ No___

3. What area of the school does your discipline policy cover, such as, playground, halls, classrooms, etc.?

4. Do you have a written copy of your discipline policy? Yes___ No___

If so, may we have a copy? Please mail to Zinser Elementary, 1234 Kinney N.W., Grand Rapids, Michigan 49504.

5. Description of Policy.

______________________________________________________________
______________________________________________________________
______________________________________________________________

6. How are parents notified of the policy?

______________________________________________________________

7. Who was involved in setting up the policy?

______________________________________________________________
8. Do you feel your discipline policy is effective? Yes___ No___ Appendix B
   Why do you feel this way?

9. Do you have any comments which may be helpful in our developing a school wide discipline policy? Pros and cons about your policy?

10. Any other comments?

Thanks for your assistance.
Evaluation of school discipline plans

Write the school name above the numbers on the form and evaluate their plan according to the following scale:

* Excellent
+ Fair
x Not Acceptable

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DISCIPLINE POLICY NEEDS:

1. BENCH ON PLAYGROUND IN TIME OUT AREA.

2. YELLOW LINES DRAWN AROUND TIME OUT AREA AND WINDOWS.

3. CHALKLINES DRAWN ON PLAYGROUND BOUNDARIES.

4. WOODEN PASSES FOR PLAYGROUND.

5. RULES DISPLAYED IN HALLWAYS, LUNCHROOM, AND PLAYGROUND.

6. HALLWAY DISPLAY FOR CITIZENSHIP.

7. BUMPER STICKERS

8. SUPERINTENDENT CERTIFICATES.

9. CENTRAL FILE FOR ALL STUDENTS MISCONDUCT REPORTS.

10. MINOR MISCONDUCT REPORT, ACTION PLAN, AND MAJOR MISCONDUCT REPORT COPIED IN TRIPLE.

11. TEACHER SCHEDULE FOR DETentions.

12. CLIPBOARDS AND PENCILS FOR PLAYGROUND.
Now that our Discipline Program is a school year old, we would like to evaluate it. The purpose of this evaluation is to see if its original goals are being met and if there are areas where we can improve the plan. You are part of a random sampling, so it is important that you complete and return this evaluation.

In reviewing the booklet **Behavior Expectations** several goals for the Discipline Program are clear. First, there is the goal of providing "written expectations of behavior at Zinser School." Another goal is to encourage the well-being of all by providing "a safe and supportive environment...while stressing the need for self-direction." Also, the booklet speaks to the goal of "seeking to strengthen the child's self-esteem and self-respect...through love, understanding, nurturing, and security". Finally, outcomes are discussed for Zinser students. These are: "be self-directed, responsible, utilize problem-solving skills, work cooperatively, communicate effectively and be quality producers."

You are strongly encouraged to answer the following questions with these goals in mind. Also, please re-read the **Behavior Expectations** booklet before you complete this evaluation. Thank you in advance for your time and help.

**PLEASE READ ALL OF THE EVALUATION QUESTIONS BEFORE ANSWERING ANY.**

1. For a school wide program to be effective it must be understood by different populations in the school environment.

   A. How well do you think your child(ren)/students understand it?

      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________

   B. How well do you as parents/staff understand it?

      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________

2. One goal of the program is to provide a "safe and supportive environment." Does this program address this goal? Explain.

      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________
Appendix E

3. The program is also "seeking to strengthen the child's self-esteem and self-respect." Is this being accomplished? Explain.

4. Another goal of the program is to encourage students "to be self-directed, responsible and to utilize problem solving skills." Are these skills being encouraged? Explain.

5. Is the program used appropriately by staff? Please explain.

6. Are the consequences for the minor and major offenses appropriate? Why or why not?

7. For a school-wide program like this to function well it needs to be applied as consistently as possible. Is this happening? If not, what may be the reasons?

8. Do you feel a school-wide discipline program is important to have in place? If this program is continued, what changes do you feel are needed to reach our intended goals?
9. Suggestions or Comments:

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Thank you again for your time, effort, and ideas. Be assured your comments will be heard as we strive to evaluate and improve our program.

Please return this completed survey to your child's classroom teacher by Friday, May 28, 1994.

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Children in grades K-2 _____
Children in grades 3-5 _____

Work with children in:
Grades K-2 _____
Grades 3-5 _____

__________________________
Signature (optional)