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A STUDY OF THE PRACTICE OF DISCIPLINE STRATEGIES
IN THE MIDDLE SCHOOL SETTING

By

Thomas S. McClellan

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1992

ABSTRACT

A STUDY OF THE PRACTICE OF DISCIPLINE STRATEGIES IN THE MIDDLE SCHOOL SETTING

By

Thomas S. McClellan

Issues of discipline consume much time and energy for the middle school administrator. Two methods of administration of discipline have been contrasted as subjective and objective. The purpose of this study was to compare the results of a subjective approach with an objective approach to discipline, and to inquire whether there was any difference between the two approaches as reflected by the end results of student suspensions. The hypothesis of this study was there were no differences in suspensions between point system and non-point system schools. The variables were the total number of student suspensions, the length of time students spent on suspension, the reasons for student suspensions, the ethnicity and gender of students suspended, and the number of repeat suspensions for students. These variables were statistically analyzed.

Students were interviewed to ascertain some of their thoughts about the methods of administration of discipline. Also, the administrators who used these systems were interviewed. The population was comprised of all Lansing School District, regular, middle school students enrolled during the three school years from September, 1986, through June of 1989.

With the exception of gender, all variables were statistically significantly different between the point and non-point systems. Students interviewed expected differences between schools, but saw no differences in discipline codes. In general students experienced the same level of suspensions between schools. Administrators saw minor differences between the two systems. All agreed the system used made no difference.

Though the findings showed that generally there were differences between the two systems, differences also were shown to exist within the three point-system schools and between years for each school. Which system used did not appear consistently to matter any more than other variables. Schools choosing to use point systems as a basis for their codes of discipline are not likely thereby to solve the issues of fairness and objectivity.

ACKNOWLEDGMENTS

The help and encouragement of the following persons is gratefully acknowledged:

Dr. Ben Bohnhorst, my Guidance Committee Chairman, whose encouragement and support was unwavering throughout the writing of this dissertation.

The members of my Guidance Committee, Dr. Robert Chamberlain, Dr. Thomas Luster and Dr. Peggy Riethmiller, whose assistance was greatly appreciated.

Ms. Marian Phillips and the staff of the Evaluation Department, Lansing School District, who provided technical assistance whenever needed.

Ms. Dianne Palacios who interpreted my attempts at writing, somehow always knowing what I meant to write, and for word processing assistance.

Finally, my family and friends who throughout my doctoral program kept saying, "Keep pushing!"

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CHAPTER I

INTRODUCTION

Background

To achieve the goals of education, there is general consensus that there must be discipline at the middle school level. What discipline is or how it should be maintained, enforced, or administered receives less agreement.

One goal of discipline is to change behaviors and attitudes. It is a goal of discipline also to identify where the need exists to make these changes. It seems inappropriate to administer student discipline unfairly and then to ask that student to ascribe to an attitude of fairness and respect for a Student Discipline Code or the rights of others. Different teachers or administrators may view many behaviors with various levels of importance or meaning. What may be considered wrong in one school or classroom may not be considered wrong in another. The same behavior often calls for different actions at different times with different persons and in different places. One of the current issues centers on whether an objective method of administering discipline is better than a subjective method. This issue of the method of administration of the type of system may or may not have a significant meaning for behavior

and attitude change. However, different methods may consume significantly different amounts of energy and time, which could overshadow the issues of effectiveness. The method used to administer discipline may be deemed as a reason for success or excuse for failure to achieve the real goals of the discipline.

If education at the middle school level must be conducted in an atmosphere which contains at least a semblance of peace and order, then discipline has to be an important component of that middle school education. The learning environment must be administered to control what learning experiences the student will receive. What discipline is needed may better be viewed from a point of view of the student's needs and level of that student's development rather than the teacher's preferences.

Typically, the age at which children enter middle school is an important developmental period. It encompasses the transition from the dependent child in elementary school to the independent teenager at high school. Middle school is a time for exploration. Basic values, though formulated prior to formal school enrollment, are defined and refined during this time. The middle school student's friends take on a greater importance than parents or school officials in shaping the actions of the student. In this atmosphere teachers and administrators must work together because in

this school context, discipline often takes on the definition of controlling behavior and/or attitudes.

The pupils are trained to make laws and obey them, and are thus educated for citizenship. The ideal school is an embryo republic, in which the prime object of government is to educate the pupil up to self-government. The school life thus becomes a training for good citizenship. (Baldwin, 1907, p. 112)

Consequently, the goal of discipline is the changing of behaviors to fit approximately some defined (and often undefined) norm or standard. Most people acknowledge the need for discipline. To give up discipline is to give up on the education process.

Discipline was chosen by the public as the most significant problem in education in ten out of the last eleven Gallup Polls. In a survey by the National Education Association of Teachers' Attitudes, 54 percent said that student behavior interferes with their teaching. (Rich, 1985, p. v)

Many parents view the school as the primary place where their children will learn to become law-abiding members of the community, and to live by the rules that society imposes on its citizens. (Segal, 1978, p. 209)

No valued learning can take place without discipline--that is, no meaningful or useful learning. Discipline gives direction to student behavior and sets up norms or standards for that student to meet. These norms or standards are sometimes referred to or contained within Student Discipline Codes.

Discipline may concern itself with issues from general behavior to the very specific. In our society, it is generally agreed that killing the teacher is not an

acceptable behavior for a student. However, such things as talking, mode of dress, and general misbehavior are not so universally agreed upon. The amount of discussion one teacher may accept and even encourage from a student may not differ greatly from the behavior which another teacher calls insubordination. Chewing gum is an acceptable behavior in one classroom, but may be felt as an insult in another classroom. The process of defining what the standards are is an endless debate. Even before the debate of what the norms are comes the debate of who should be involved and what degree the participants should play in deciding the norms. Do students at the middle school level have the skill and development to define or even help define their own norms of behavior? If discipline is based on norms of behavior, then who has input to decide what the norms are and, thereby, what discipline is? Does the community at large have the obligation, the right or even the knowledge to define these norms? Does the community have this right because they pay for education and the product of this education comes back to the community? Are teachers and or/administrators best prepared to deal with setting what the norms will be? Because they work in the schools, does that make teachers and administrators the best prepared to accomplish this task? What part do parents play in the process of setting the norms? What part does the court contribute? Often the

system seems to ask for input from everyone, with the building administrator having the final say.

Defined generally, standards or norms can be as open as not allowing behaviors that interfere with the rights of others--the teacher's right to teach, the student's right to learn, the tax payer's right to maintain the value of property and money, and everyone's right to safety. Norms could be specifically defined such as "a dress may not extend higher than one inch above the center of the knee when the person is kneeling." Discipline would then be required for any violation of these rules.

Once norms are developed, then the administrators trying to enforce these norms or Student Discipline Codes could use either of two working methods: subjective and objective. (See Figures 1.1 and 1.2)

The subjective method gives authority to a person(s) to administer discipline. That person would review each infraction of a Student Discipline Code or deviation from a norm or standard. First a judgment would be made as to whether or not the code was violated. If, in the judgment of the reviewer, a violation has taken place, then a decision has to be made of what action is to be taken in response to the violation. This response can range from no action to whatever is seen as the most extreme action available. The action may or may not have to be justified, or fit any

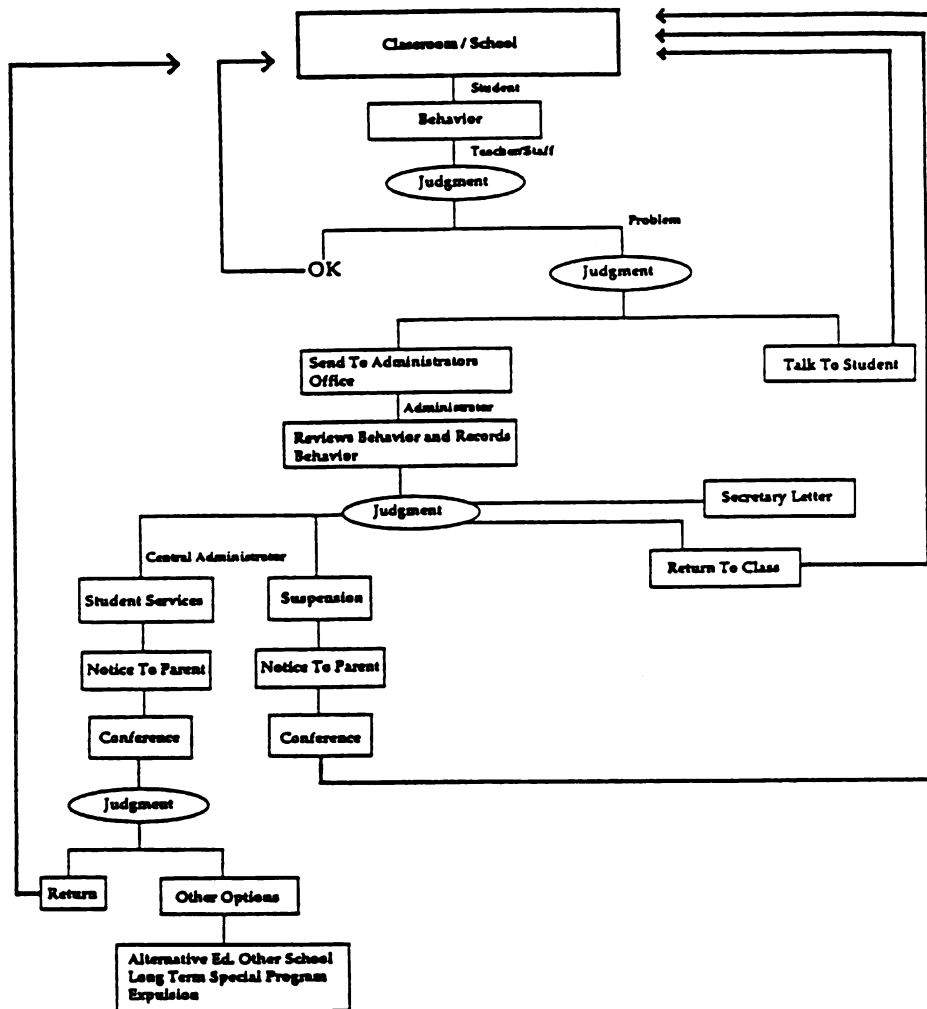


Figure 1.1 Non-Point System Flow

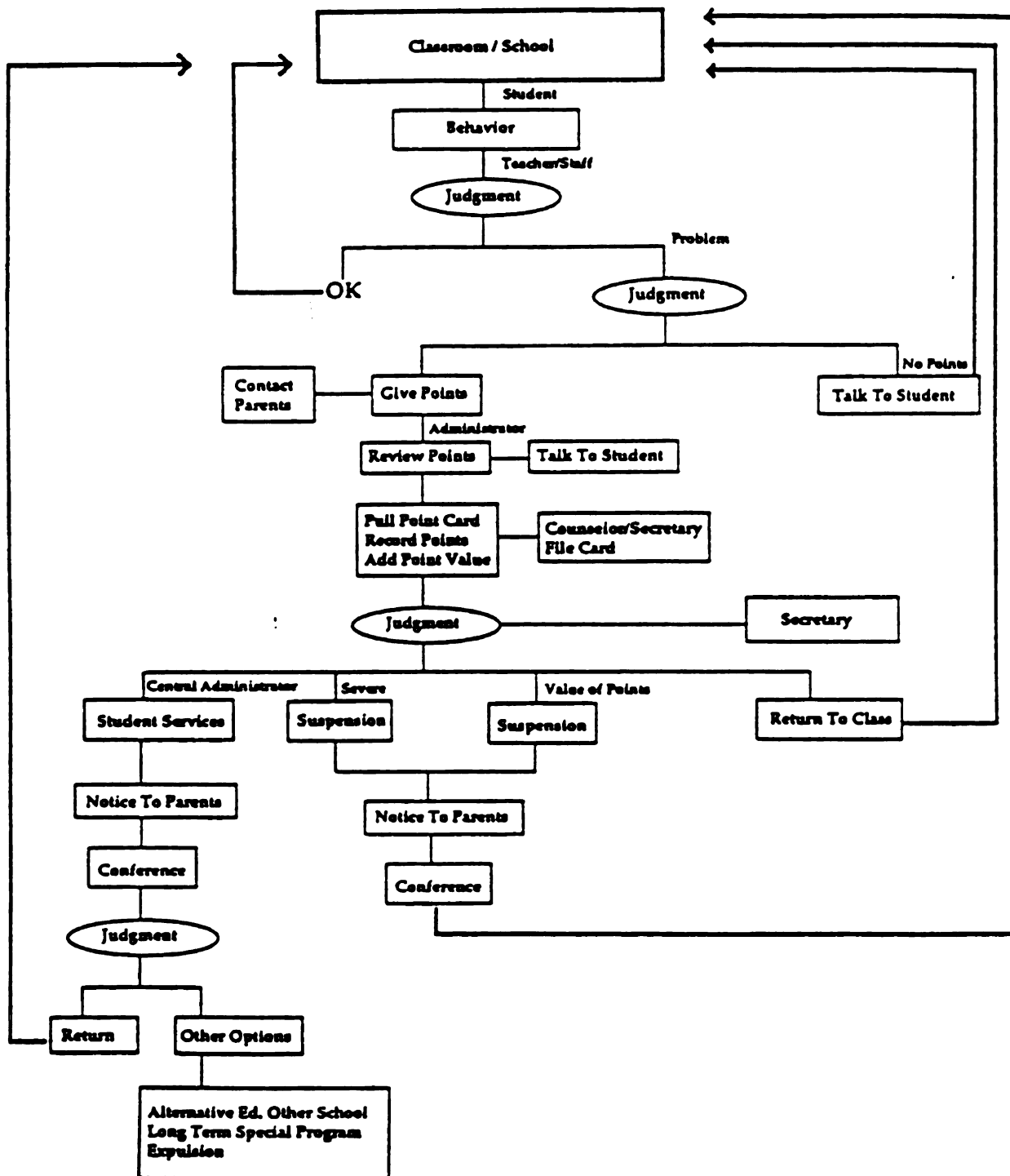


Figure 1.2 Point System Flow

pattern. A ruling made and carried out may or may not be appealable.

Objective discipline claims to pre-define all types of infractions and conditions. It gives a formula for what actions are to be taken, given the conditions. The person who enforces the action has no input into what action to enforce. The infraction is plugged into a formula which dictates what action must be applied. The pattern is inflexible. Reality, however, does not allow such clear lines between objective and subjective methods. While "objective" and "subjective" may be terms used to differentiate between these two methods, perhaps a better explanation would be that (a) for an "objective" system, any or all infractions may be assigned varying quantifiable values; whereas (b) a "subjective" system characteristically would operate on a non-quantifiable basis. In the objective approach there is a pre-defined quantity or value of infraction given to each offense. The subjective approach lacks this pre-defined feature.

Need for This Study

Consistency, fairness, due process, and nondiscrimination are necessary for administration of any discipline system, both because the human good says they are right and, perhaps more importantly, because all levels of the law indicate that discipline has to be administered by

this method. Elliott (1974) pointed out that everyone should have the right to participate in the affairs that effect their lives. Those who govern should reflect the composition of those governed.

Today education is considered a right that cannot be denied without proper reason and unless proper procedures are followed, courts now require that students be accorded minimum standards of fairness and due process of law in disciplinary procedures that may terminate in expulsion. Minimum standards in cases of severe discipline of students are generally thought to include (1) an adequate notice of the charges against the student and the nature of the evidence to support those charges, (2) a hearing, and (3) an action that is supported by the evidence. (Ephay, 1971, p. 19)

Dividing discipline administration into (a) subjective, non-quantifiable methods and (b) objective, quantifiable methods also tends to divide the persons whose job it is to administer discipline into two corresponding camps. Each group often views its method as the better approach. This assent to a philosophy or tradition is quickly turned into the question of which method is better or produces the desired results. Energy, time, and resources are committed to find this answer. If one method is shown to be better, or if there is no difference, then energy, time and resources could be diverted appropriately to other problems. The present study is needed to start to reduce flows of energy away from the question of whether subjective is different from objective in methods of discipline as reflected by the results the discipline method produces.

Purpose of This Study

After consideration of subjective versus objective administration of middle school discipline, questions arise as to which method is better or if there is a difference in the results between these methods. This study attempts to answer these questions. It is also hoped that this study will enable administrators to better evaluate their current discipline methodology in light of other available options. There has not been previous investigation of this question within the Lansing School District.

The purpose of this study is to compare the results of a subjective approach with an objective approach to discipline enforcement and to inquire whether there is any discernible or real difference between them as reflected by the end results of discipline or behavior and attitude change. It is hoped that by showing whether there are differences, effort can be made to identify the basic elements that go into the actions which comprise discipline. Once identified, these elements can be explained and changed, if necessary, to better accomplish the goals of discipline.

In each system there are elements of the other. There are some subjective inputs in any human system. These come in defining at the front of this system and, at the end, when a person must carry out whatever action is taken. Society requires actions to be taken for some behaviors and it also defines what some of those actions may or may not be.

In the present systems it is assumed that the judgments are not based on anything definable. The fact that experience, education, intelligence, knowledge of community, and an attitude of fairness and respect for laws are valued by the persons administering discipline is what has made them work as well as they have to date.

Setting for This Study

The Lansing School District located in Lansing, Michigan, is considered an urban district. It has an average per-year total enrollment for the study period of 22,419 students. Of this average number per year, 4,570 are middle school (grades 6-8) students. For more details, see Appendix A. All the data available on suspensions, over a complete three year period, with respect to all the four middle schools operating in the Lansing School District, were used. No data were gathered to portray whether or not, or to what degree, the four schools may or may not have been comparable to each other. For the purposes of this study, the schools from which the student populations come were taken as given.

The researcher has served the Lansing School District as an administrator for fifteen years and his subjective impressions of the four schools are as follows: "The four schools do not appear to differ from one another in any special way." The desegregation order (see Appendix A) succeeded in balancing the school populations. Whether or

not significant differences from school to school do in fact exist is not documented in this study and could be a subject for further research.

General Discussion of the Problem

Within the Lansing School District, there are four middle schools, one of which claims to use a subjective or non-quantifiable method of discipline. The other three have defined their discipline systems as objective. All of the latter systems refer to themselves as "point" system schools. Each of the four systems of administration of discipline is different from the other.

Using the subjective disciplinary approach, a classroom teacher or an aide in the hall or lunchroom may impose a punishment upon a student for an offending behavior. These punishments or penalties can take the form of after-school time, writing papers or sentences, removal from class, or other activities. However, these teachers and staff have no real power for enforcement; that is deferred to building administrators. Teachers may make their own classroom rules and set penalties for violation of these rules. The administration, e.g., principal and assistant principals, may also impose penalties; and they have the authority to set aside penalties imposed by others. Each penalty is reviewed by the administrator involved and a decision made. Different administrators in the same building

may impose different penalties for the same type of infraction.

The point system used by the remaining three middle schools is pre-defined. Written documentation is provided concerning infractions and consequences for each. A negative numeric value is assigned for each infraction. The greater the offense, the higher the negative numeric value. When pre-defined accumulated numeric values are attained, corresponding defined actions are taken. Two separate point systems are in simultaneous operation at each building. One system is applied to behaviors or infractions considered less serious; the other for more serious behavior.

Middle school "A," which uses a point system, follows prescribed procedures exactly. Middle school "B," which uses a point system, claims to follow it to the letter of the law, although there was indication that considerable judgment is used by the administrators charged with its enforcement to determine what actions should be taken for specific offending behaviors. Middle school "C," while claiming to operate on a point system, was found to use the point system only as an indicator of behavioral severity and, consequently, as advice for what actions are to be taken and when.

All four of these systems face the same general questions and, therefore, the same problems. Are any of these systems fair? Do these systems discriminate between

students? Do any of these systems accomplish their goal of changing student behaviors and/or attitudes?

Those persons using the objective point system argue that their system is fair and nondiscriminating. However, some parents and students have, on occasion, strongly disagreed. One problem with the system is in definitions of offenses. An example of this is defining that failure to be prepared for class by not having a needed pencil constitutes an infraction. This violation could be seen as violating the teacher's right to teach. For this infraction a teacher may issue from one to three points. Another teacher could call this insubordination, reasoning that the student was told to bring supplies and did not do as directed. That teacher could assign, thus, three to five points. Teachers may change the category of infraction by using their interpretation of the definition or intent of the definition of the infraction. At this stage, objectivity has been lost. One teacher may give no points, ignoring the infraction or giving the student a pencil. Another teacher may make a judgment based on his or her attitude about that student. Is it likely that the "always problem" student will be given points at the highest value while the "always good" student may be given a pencil. The teacher's assessment of an "always problem" student may be based on other presented factors having nothing to do with this particular behavior. Such things as gender, ethnic background, social and economic

status, or grades earned may have more to do with the teacher definition of the "always problem" student than behavior in a specific situation. These points, perhaps subjectively given, then go into the objective point system. When points are accumulated to pre-defined levels, various specified disciplinary actions are taken.

When the student or parent does not feel that a specified infraction should have been an infraction, then the action resulting taken may be viewed as a major problem or injustice for the student. For example, a student has been given two points on each of three separate occasions for not having supplies at class (no pencil). This could have taken place over a period of several weeks, and the parents and student did not feel this should be a disciplinary issue. Then the student takes (steals) another student's pencil and is assigned three points for doing so (stealing can get from three to five points). So by giving three points, the teacher is saying it was not very serious. The parent and student may agree that stealing is an improper behavior and a legitimate discipline item. If the Student Discipline Code calls for suspension from school at nine points, the student will be excluded from school. Is this a suspension for stealing? Is this a suspension for accumulating points? Is this a suspension for not having a pencil? If there were no other points, would the student have been suspended for stealing? Is not having a pencil at class an offense of

greater importance than stealing? Since more points were given for not having supplies than for stealing, what is the behavior that the action of suspension is trying to change? If no one of these behaviors constitutes reason for an action to be taken, in this case suspension from school by pre-defined direction of the point system, why would or should an accumulation of behaviors or points need an action? In another class or school, the points for the missing supplies may not have been issued; therefore, the suspension for stealing not done. The parent and student in this example also could maintain that the action taken has no influence on the behavior that it is intended to change since the action taken was in response to many behaviors.

In the subjective system this same example may have resulted generally in the same end action, that is, suspension from school at the theft. Here the parent or student has a clear argument to raise. If this had been another student, a different action could or would have been taken. It is now the judgment of one person what action should be taken and when. But again, the parent and student have little or no input into what the standard may be and may not agree with that standard or norm.

Definitions of Terms

The following terms are defined here as they will be used in the contexts of this study.

STUDENT DISCIPLINE CODE--A collection of rules, written and defined, designed to govern the activities and behavior of students.

DISCIPLINE ADMINISTRATION--The enforcement and interpretation of the Student Discipline Code or undefined rules designated to control student behavior.

INFRACTIONS--Activities defined by the Student Discipline Code or the Discipline Administrator to be in violation of the Code or rules.

MIDDLE SCHOOL--Academic grades 6, 7, 8. A general age group of 11 to 16.

QUANTIFIABLE DISCIPLINE ADMINISTRATION--Pre-defined and pre-stated sets of penalties for infractions are used for enforcement of Student Discipline Code.

NON-QUANTIFIABLE DISCIPLINE ADMINISTRATION--Enforcement of Student Discipline Code or rules where the administrator determines the penalty subjectively. There is not a pre-defined and pre-stated set of penalties for infractions.

POINTS--A weight given each infraction of a Student Discipline Code. Generally a numeric value.

POINT SYSTEM--A system of weights or numbers given each infraction of a Student Discipline Code. An accumulation of numbers or a certain value carries a particular penalty.

SUSPENSION--Temporary exclusion from the school or classroom. Suspension generally ranges in time from 1 to 10 days.

Summary and Overview

In Chapter I the problem, background, rationale for the problem, purposes of the study, and hypotheses were presented. Also included was a description of the population. In Chapter II literature concerning factors

identified as important to administration of discipline will be reviewed. Chapter III will contain a discussion of the design and methodology of the study. The data will be reported, analyzed and discussed in Chapter IV. In Chapter V there will be further discussion of the data summary and conclusions of the study, as well as recommendations for applications of this study to practical use in education.

CHAPTER II

REVIEW OF LITERATURE

Introduction

To achieve the goals of education, everyone quickly agrees that there must be discipline at the middle school level. In reviewing the literature on this topic, little specific information was found on Quantifiable or Non-Quantifiable Administration of Discipline. However, numerous articles, books, opinion surveys, and studies have been concerned with the general issue of student discipline. These materials cover a field of ideas and approaches from the sensationalism of violence of students in the nation's schools, from "Terror in the Schools" (1976) on the concepts of students being mistreated by the institution of education, to "An Interview" (1974) on trying to find solutions to perceived problems.

When the learning experience is satisfactory, order results; unsatisfactory learning brings disruptions. Disruptions, of course, bring discipline. schools which are bad end up punishing their students. (Hollingsworth, 1984, p. 18)

This chapter is intended to provide a general review, for background purposes, of some of the issues of student discipline. The chapter is organized into the following sections: (a) definitions and extent of the discipline

problem in the middle school, (b) legal issues influencing various discipline actions, and (c) review of the uniform Code of Student Conduct. No data are reported here from other studies of the effects of differing methods of using suspension to control conduct. No reports of such studies were to be found in the literature.

Definitions and Extent of the Discipline Problem in the Middle School

When the issue of student discipline is raised, the definitions of what constitutes the problem and how great the problem is seem to have no agreement. One's perspective seems to influence greatly what one defines as a problem.

The general public may view lack of discipline as an undefined but definite growing problem. When violent incidents of student behaviors are reported in the media, the perception of growing problems are underscored. Teachers and building school administrators have different perspectives on discipline problems. In the classroom, the teacher must face the immediate need to maintain order such that teaching and student learning can take place. Building administrators are faced with concerns of maintaining the overall building environment. Parents and even students view school discipline from a perspective of how it impacts them. Consequently, a single definition of the problem or a single solution to the discipline problem can not be found. In this

section various views of the extent of the problem of school discipline are presented.

"Learning is impossible where behavior is disruptive" ("Learning Is Impossible, 1982). This quote from an editorial in the New York Times does not attempt to define either learning or disruptive behavior. It does assume that the reading public knows what is meant. Purvis (1986) attempts to give some definition to these terms.

The primary purpose of a school is to insure youngsters develop to their full potential academically, socially and physically. This development can best take place in an environment which protects student rights. Student responsibility is required to provide the orderly framework within which individual goals can be realized. Accordingly, the school is charged with the task of educating all school age members of the community. Thus it follows that students are not free to wander about the school's facilities at will, disrupt the educational process or interfere with the rights of others. (p. 35)

The general public's attitude concerning school discipline has been reflected in the results of annual Gallup Polls. Persons responding to the Fifteenth Annual Poll (Gallup, 1983) ranked discipline at the top of a list of 25 possible problems facing local schools. Respondents did not place the major blame for discipline problems on the public schools. They did identify a general lack of discipline and respect in the home and society as major contributors to the current state of affairs. This, of course, may conflict with parents perception of the discipline problems. The following

excerpts from responses to the poll provide some insight into the general public's perception of the problem.

Many people say that discipline is one of the major problems of the public schools today. Would you please look over this list and tell me which reasons you think are most important to explain why there is a discipline problem?

1. Lack of discipline in the home (72%).
2. Lack of respect for law and authority throughout society (54%).
3. Students who are constant troublemakers often can't be removed from school (42%).
4. Some teachers are not properly trained to deal with discipline problems (42%).
5. The courts have made school administrators so cautious that they don't deal severely with student misbehavior (41%).
6. Viewing television programs that emphasize crime and violence (39%).
7. Punishment is too lenient (39%).
8. Decline in the teaching of good manners (37%).
9. Teachers themselves do not command respect (36%).
10. Failure on the part of teachers to make classroom work more interesting (31%).
11. One-parent families (26%). (Gallup, 1983, p. 5)

The Michigan Department of Education also has conducted opinion polls among Michigan residents. The Michigan response was generally the same as nationally. Registered voters in the Lansing School District were generally more positive than statewide respondents in their overall perceptions of the quality of education (Michigan

Department of Education, 1983). Lansing respondents (15%) who felt school quality was getting worse were asked, "In what ways?" As shown in Table 2.1, discipline problems were again ranked at the top of the list.

Table 2.1.--Ways in which Lansing voters said school quality was declining.

	15% of All Respondents	15% of Public School Households	16% of Non- Public School Households
Discipline problems	33%	31%	33%
Don't teach basic skills	32	31	33
Teacher quality declining	30	31	29
Lack of finances, cuts	12	12	14
Poor management, administration	7	--	9
Students lack individual attention	5	12	2
Too many "frills"	5	6	5
Students not prepared	3	--	5
Miscellaneous reasons	12	6	14

Source: Michigan Department of Education, "Opinions and Attitudes of Voters in the Lansing Public School District" (Michigan State Board of Education, 1983, p.7)

Baker (1943) wrote that for many reasons, unadjusted pupils demand a much greater proportion of time than the number of cases seem to warrant.

Gorton makes a similar point that only a minority of students misbehave but their behavior is one of the major problems that confront administrators and their professional

staffs. Furtwengler (1982) presents a view that while persons may agree that behavior should be appropriate, they may not agree on who should control that behavior (p. 41). Spady (1974) states that "much of the existing evidence suggests that schools themselves may generate some of the crimes that they experience" (p. 51). Docking (1987) stated, "However important the home and other outside school factors may be in predisposing children to behave in certain ways, the potentiality of the school to maintain, ameliorate, or even generate behavior patterns should not be ignored" (p. 30). Klausmeier (1983) notes, "However, given the same students, some teachers develop and maintain a far better learning environment than others. Similarly, administrators, teachers, and parents work far more effectively in some schools than in others to establish a good school climate" (p. 161).

A perception survey of voters in the state of Washington also confirmed that while the voters had a positive perception of the management of schools, there was still concern about school discipline (Anderson, 1981). Students and teachers were asked to rate the frequencies they saw certain types of activities occurring. The results are presented in Table 2.2.

Table 2.2--Frequency of Problems

How often have you seen students doing these things in your school:*		
	Students	Teachers
Talking during class	95.8	97.8
Fighting with other students	45.4 (7.0)	44.7 (9.5)
Swearing at a teacher	35.2 (8.0)	43.7 (9.4)
Cheating	79.2	75.4
Setting false alarms	3.7	25.7
Making out	55.2	55.0
Stealing	33.0 (6.0)	36.4 (7.3)
Wandering in halls	88.1	93.0
Gambling	24.5 (6.0)	21.9 (.5)
Assaulting a teacher	12.8 (3.0)	33.4 (0)
Using liquor/drugs	46.5 (21.0)	45.0 (12.6)
Skipping school (truancy)	76.2 (39.0)	86.4 (38.0)
Vandalizing school property	41.4 (13.0)	61.7 (21.3)
Talking back to teacher	80.3	77.7
Possessing weapons	19.2 (6.0)	8.8 (1.1)
Carrying firecrackers	23.8	11.6
Committing a crime	22.1 (6.0)	14.8 (1.7)
Swearing at other students	91.1	81.7
Kissing	70.0	40.7
Throwing things	77.1	74.8
Being unprepared for class	91.3	95.1
N =	1316	184

*Percent responding "frequently" or "sometimes" rather than "rarely" or "not at all" shown. For selected offenses, the percentages answering "frequently" are shown separately in parentheses. (Hollingsworth, 1984, p. 31)

In many areas teacher and student seem to report the same observation, but there are points of nonagreement. Teachers are generally more likely to report assaults, setting of fire alarms, and vandalism of school property. Students reported weapons, firecrackers, crime, and kissing more, perhaps because students were more likely to know of these activities.

Most of the literature on discipline is confined to questions about exclusionary discipline and school crime. These are, because of the severity of both crime in school and exclusion from school, simply the most visible parts of the iceberg. (Hollingsworth, 1984, p. 7)

The administration of a secondary school is publicly responsible for dealing with any action taken by student radicals. Each administration is dictated to by (at least) two major factions, each packed with its individual vested interests: the parent of the students; and the political hierarchy above them, namely the Board of Education and the provincial department of education. To be free from either direct or indirect pressure from these factions, each administration must keep its school operating smoothly and without major disruption. (Loken, 1973, p. 89)

The President of the American Federation of Teachers, Albert Shanker, told the Senate Subcommittee on Judiciary of the United States Senate that:

Many authorities on education have written books on the importance of producing an effective learning environment in the schools by introducing more effective methods of teaching. None of them, however, seem to understand the shocking fact that the learning environment in thousands upon thousands of schools is filled with violence and danger.

Violent crime has entered the schoolhouse, and the teachers and students are learning some bitter lessons. (The Nature, Extent and Cost of Violence and Vandalism in Our Nation's Schools, 1975, p. 56)

Former Governor Milliken formed a state-wide Task Force on Violence and Vandalism in Michigan. In November of 1978, the Task Force was charged with the responsibility of studying the problem of school crime and submitting recommendations.

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The suggestions and recommendations of the Task Force for curbing school crime focused on five major areas:

1. Student participation
2. District-wide codes of conduct
3. Disciplinary alternatives
4. Vocational/technical career programs
5. Alternative educational programs (Governor's Task Force, November, 1977, p.4)

The education systems will reflect what is going on in society as a whole. Educational systems are a part of the turmoil of social change.

"A middle grade school that is safe and orderly, academically strong, and responsive to the developmental needs of young adolescents will be an effective school" (Dorman, 1987, p.2).

The problem of discipline in the public schools was even raised by President Reagan. In addressing the national forum on excellence in education on December 8, 1983 in Indianapolis, Indiana, he asserted that "American schools don't need vast sums of money as much as they need a few fundamental reforms." He proposed six reforms. One proposal was "can and will turn our schools around" (Educational Research, 1984, p.8). This was the first of his proposals in the area of discipline. He advocated writing stricter discipline codes and support for teachers in enforcing those codes.

President Reagan's first weekly radio address of 1984 dealt with the topic of classroom discipline. President Bush, succeeding President Reagan, presented "six ambitious national education goals" in his "America 2000, An Education Strategy." ". . . and sixth, liberate every American school from drugs and violence so that schools encourage learning" (Bush, 1991, p.4).

"Goal 6: Safe, Disciplined, and Drug-Free Schools"

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

1. Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
2. Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.
3. Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support." (Bush, 1991, p.65)

Legal Issues Influencing Various Disciplinary Actions

In general, children, therefore students, had no legal rights before 1909. A White House Conference on the rights of children was held in 1909. This conference attempted to improve the status of children. The General

Assembly of the United Nations in 1939 adopted special safeguards for children. Brown v. Board of Education was the major Supreme Court decision to affect public education. This case declared segregation as unconstitutional in public education and set the stage for other court intervention in public education. Prior to Brown v. Board of Education, students' rights did not receive much attention from the courts. The states controlled education. State courts recognized and supported the concept of "in loco parentis" as used by school officials in their control and management of students in their schoolhouse.

Traditionally, school boards and school administrators have had board power in establishing policies to control student conduct and maintain school discipline. The doctrine of in loco parentis was accepted as proper justification for the disciplinary authority exercised by educators. According to this doctrine, in the school setting the teacher or administrator "stands in the place" of the parent or has the same disciplinary power as a parent. The courts, until the 1960's, generally the rule-making authority of educators and was reluctant to interfere in schools affairs unless gross misuse of power occurred. With some important exceptions, most parents and school children, accepting the values of previous generations, rarely questioned the disciplinary authority of school officials in the courts. (Code of Student Conduct, 1975, p.3)

Judicial concern for children's due process rights has also been the focus of landmark decisions.

In this regard, the first attack came in 1966 when the United States Supreme Court said that the "parens patriae" philosophy (meaning concern for the welfare of and in the best interest of the child), under which juvenile courts operated since their inception in the late nineteenth century for dealing with delinquent, dependent, and neglected

children, was not an invitation to procedural arbitrariness in delinquency cases. One year later, the Supreme Court, in the landmark decision of In Re Gault, a non-school related case, recognized and granted many constitutional due process guarantees to juveniles charged with delinquent acts. The essence of the Supreme Court opinion was that the Fourteenth Amendment is not for adults only. (Chamelin, 1979, p.75)

The First and Fourteenth Amendments to the Constitution are most often cited as the basis for court rulings. Most cases challenge the validity of regulations and rules dealing with restrictions of expression of speech--freedoms which are guaranteed by the First Amendment. Cases involving the wearing of emblems or insignia, distribution of literature, publications, demonstrations, symbolic expression, and dress, and appearance are examples" (Chamelin, 1979, p. 76). The First Amendment was made applicable for state action via the Fourteenth Amendment. The due process and equal protection clauses of the Fourteenth Amendment were further elaborated by Goldstein (1975):

The Fourteenth Amendment to the Federal Constitution prohibits any "State" from depriving any "person" of life, liberty, or property without due process of law." It has long been held that the term "State" in this provision includes public schools, and a few years ago the Supreme Court emphatically reaffirmed its position that a school child is a "person" within the meaning of the Fourteenth Amendment. (p. 54)

Julius Menacker concluded, that "since the United State Supreme Court Brown v. Board of Education decision in 1954, its rulings in the realm of education have multiplied dramatically and have had an enormous influence on education policy and practice. (Menacker, 1981, p. 188)

Junious Williams (1978) agreed with the above by stating:

Since Brown v. Board of Education, the courts have, with increasing regularity, found it necessary to intervene in school-student disputes to adjudicate constitutional rights. The involvement has established an unmistakable pattern of constitutional protection of educational policies and practices. (p. 57)

In the 1960's, the student unrest started the movement for the advocacy of students' rights and the beginning of the intervention of the courts in classrooms across the country. Constitutional rights were applied to students, as were legislative enactments.

Title VI, Section 601, of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d-1 et. seq., prohibits discrimination on the basis of race, color, or national origin. Title IX of the Educational Amendments of 1972, 16 U.S.C. Section 1681 et. seq., prohibits discrimination on the basis of sex in public school programs receiving federal financial assistance. Section 504 of the Rehabilitation Act of 1973, 29 U.S.S. Section 794, and the Education of All the Handicapped Children Act, 16 U.S.C. Section 1401 et. seq., prohibits discrimination on account of handicap. (Discipline and Discrimination, 1979, p. 2)

Brown v. Board of Education (LaMorte, 1990, p. 299) was concerned with the integration of school systems, making the requirement of nondiscrimination applicable to school policies and practices. In 1969 the Tinker v. Des Moines Independent Community School District (LaMorte, 1990, p. 77) decision was made. A school system had adopted a rule prohibiting the wearing of armbands to protest the Viet Nam

war, and students were suspended from school for wearing them.

The court held this to be an unconstitutional violation of the students' rights to symbolic expression of opinion, protected by the First Amendment, since school authorities could not show that this action caused, or could reasonably have been predicted to cause, substantial interference with or disruption of school work or discipline. If administrators could have proven that this silent demonstration disrupted school objectives, the outcome would have been different. (Menacker, 1981, p. 188)

In the Tinker case of 1969, neither students nor teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. In loco Parentis--the theory that schools and teachers could exercise total control over students because they acted as parent substitutes and out of concern for students' welfare--would never be the same again.

As far back as 1859, a Vermont court found that concept weak. A parent's power, it held, "is little liable to abuse, for it is continually restrained by natural affection, the tenderness which the parent feels for the offspring. The school master, the court added, has no such natural restraint. Hence he may not safely be trusted with all a parent's authority, for he does not act from the instinct of parental affection. ("Courts Force School", 1972, p. 3).

The Due Process and Equal Protection clauses of the Fourteenth Amendment also are applied to student discipline.

e U.S. Supreme Court in 1975 in Goss v. Lopez made this application. The case involved the suspension of students from school without a hearing for up to ten days for disruptive misconduct. The Court decreed that such suspensions violated students' rights to procedural due process. The Court also spelled out the procedure that school officials must follow in order to guarantee students due process: The student must be given an oral or written notice of the charges against him and an opportunity to present his version to authorities--preferably prior to removal from school; and in the event that prior notice and a hearing are not feasible and the student's present endangers persons or property or threatens disruption of the academic process, immediate removal from school is reasonable, provided a notice and a hearing follows as soon as possible (Hobbs, 1979, p. 202).

Goss v. Lopez (LaMorte, 1990, p. 102) held that public school students are entitled to procedural due process before the administration of discipline.

In Table 2.3, a brief outline of some court cases are presented. Court rulings have made it clear that rules can no longer be arbitrarily made by school officials.

Bittle (1986) further elaborates the need for rules.

Preannounced rules should be the first step in any procedural due process system. The rules must be sufficiently definite to provide prior notice to students or employees or others that certain standards of conduct or behavior or performance are expected and that failure to comply with those

Table 2.3-Court Cases Involving Students' Rights

CASE NAME	LAWS DECISIONS ARE BASED UPON	THE GENERAL CASE ISSUES
Tinker v. Emswiler Moines LaMorte, 1990, (77)	1st Amendment	Freedom of expression; wearing armband
Brown V. Board Education LaMorte, 1990, (299)	Equal Protection Clause; 14th Amendment	Segregated schools
Goss v. School Commissioners of the City of Indianapolis LaMorte, 1982, (94)	1st Amendment	Freedom of expression; unofficial student publication
Goss v. Lopez LaMorte, 1990, (102)	Due process clause of 14th Amendment	Disciplinary hearings; procedural due process
Wood v. Strickland LaMorte, 1990, (383)	Due process clause of 14th Amendment	Sufficiency of evidence in hearing; sub- stantive due process
Robson v. Hansen Strahan, 1987, (111)	Due process, Equal Protection, 5th Amendment, 14th Amendment	Tracking ability grouping
Hillman v. Dade County Yudof, 1982, (559)	Due process	Disproportionate number of Black students sus- pended during a disturbance
McKinney v. Coleman Yudof, 1982, (559)	Procedural due process, Substantive due and Equal Protection Clause	Disproportionate number of Blacks being suspended and receiving corporal punish- ment

standards may result in sanctions, discipline, or discharge.

Courts in reviewing school disciplinary actions, have generally declined to review the substance of rules except as to determine whether they relate to legitimate school concerns.

Rules must be written so that persons can clearly understand what conduct is prohibited so they can conform their conduct to the rules. (Bittle, 1986, p. 11-12)

In the past, administrators had taken the "in loco parentis" concept to mean they had the same authority as parents to impose discipline upon students: however, this is not the case. Administrators must understand they can no longer impose rules and regulations without sound justification.

Rules and regulations should be formulated with objectives which are consistent with the proper functioning of the school, reasonably related to educational goals, and that ensure an atmosphere conducive to learning.

Reutter (1979) concluded that there are six minimum essentials of an enforceable rule governing student conduct.

1. Rules must be publicized to students.
2. The rule must have legitimate educational purposes.
3. The rule must be related to the achievement of the stated educational purposes.
4. The meaning must be clear.
5. The rule must be specific.
6. If the rule infringes upon the constitutional right of the student, specific interest of the

school for enforcing the rule must be showed.
(Reutter, 1979, p.6)

Enforceable rules along with due process are the formula governing schools. Failure to follow due process has produced instances that could have been avoided where persons are unfairly treated. "Juvenile court history has again demonstrated, however benevolently motivated, is frequently a poor substitute for principle and procedure" (Fischer, 1982, 311).

Review of the Uniform Code of Student Conduct

On July 3, 1975, Judge Robert DeMascio of the United States District Court issued an order for the Detroit Board of Education to implement a desegregation plan. To implement the desegregation plan the directive was to be followed, and the following educational components were approved by the court in the desegregation order for implementation:

1. Reading and communication skills
2. In-service training
3. Testing
4. Counseling and career guidance
5. Uniform Code of Student Conduct
6. School-community relations
7. Vocational education
8. Bilingual/bicultural education
9. Co-curricular activities

The value of the Uniform Code of Student Conduct

component was stressed.

By previous order this court has demonstrated the high priority that it places on student rights and responsibilities, which the court has referred to as a Uniform Code of Conduct. We have also said that children living, learning, and playing together convert a building into a human institution with a pulse and personality, and that when students, parents, and teachers come together to live, learn, and work the school develops an environment that the Detroit Board is constitutionally bound to protect in order to assure that every student can enjoy a right to a happy, healthy, and rewarding school experience. (Bradley V. Milliken, 1975)

"The backbone of an effective discipline program in a good student code of conduct." (National School Resource Network, 1980) The Uniform Code of Student Conduct in the Detroit Public Schools began on January 2, 1976.

The implementation of the Uniform Code of Student Conduct was to ensure the following specifications of the Court Order.

1. The Board would not tolerate violence in any school in the system.
2. The Code be administered uniformly without regard to regional lines.
3. All regions follow prescribed forms and uniform procedures devised by the Central Board and approved by the Court.
4. The rights of all students are fully protected, and all students are afforded minimal rights of due process consistent with Goss v. Lopez, 491 U.S. 565.
5. Staff members be made aware of the rights of due process set forth in the Code, particularly that students be advised not only

of the conduct prescribed, but also of their right to due process when involved in disciplinary procedures.

6. The Code protects the rights of students against arbitrary and discriminatory exclusions, suspensions or expulsions and assure that disruptions in the school or classroom will be dealt with in every instance. (Bradley V. Milliken, 1975)

In order to effect implementation of the Code, the

court required the following:

1. The printing of the Code in an appropriate and attractive form.
2. The distribution of the Code to all students and parents in the Detroit School district.
3. The posting of the Code in a central location in every school.
4. The preparation of uniform reporting forms for every school.
5. The assurance of uniform reporting of all infractions.
6. The development of an appropriate inservice training program for all school personnel. (Bradley V. Milliken, 1975)

On April 24, 1984, the U.S. District Court ruled that the Detroit Public School System must develop and adopt policies and procedures on discipline and student rights by December 31, 1984, to replace the 1976 court ordered Uniform Code of Student Conduct.

The State of Michigan Board of Education believes the issues of student rights and responsibilities to be pertinent to all schools throughout the state. However, this Board

aves the responsibility to developing specific Codes of
nduct to local districts (Charity, 1988).

In most Michigan school districts, expectations for
udent behavior and consequences for rule violations are set
orth in written student codes of conduct. School districts
ave developed such regulations under specific provisions in
he School Code, which was enacted by the Michigan
egislature (Michigan State Board of Education, 1984). The
chool Code empowers local school boards to make regulations
hat are reasonable for the "proper establishment,
aintenance, management and carrying on of the public schools
. . . including regulations relative to the conduct of
upils (Michigan General School Laws, Rule 380,1300, sec.
300, 1976). The School Code specifically identifies three
major disciplinary actions--suspension, expulsion, and
corporal punishment--as permissible under appropriate
circumstances (Michigan General School Laws, Rule 380,1300,
sec. 1311).

The Lansing School District's Board of Education has
presented its philosophy of discipline in a summary fashion.

Discipline together with due process is an integral
part of the overall educational process. That is,
its purpose is to help students adjust to standards
and structures that they might encounter in
community life, as well as in school. Its
application shall be positive in all cases, with
emphasis given to the value of self-discipline as
the chief characteristic of responsible citizenship
in a free society. (Lansing School District, 1982,
p. 1)

"The goal of any Code of Conduct is to prescribe, with as much specificity as possible, the perimeters of acceptable behavior and the consequences of disruptive behavior" (Lansing School District, 1982, p. 6).

It is clear that the administrator is not totally free to make whatever rules and regulations he thinks are best for the school. All school rules and regulations must be based on school board policy, and be compatible with state and federal law. (Gorton, 1983, p. 333)

Punishment has several meanings. First, it is meant to correct an infraction. The individual who is punished is expected not to recommit the offense; he/she is supposed to learn a lesson from his/her punishment. Another use of punishment is to serve as an example to other people. Society says, in effect, "See? You cannot get by with this kind of behavior." A third function is to assuage the conscience of society, by taking its "vengeance" on the individual for the harm did to society (Phillips, 1972, p.).

Students should not have to guess or infer what the consequences will be for violating a rule or regulation. The consequences should be made explicit at the time that the rule or regulation goes into effect. Students need to know what will happen if they violate a rule or regulation so they will have the opportunity to take that information into consideration (Gorton, 1983, p. 343).

Suspensions and expulsions ostensibly provide a means of punishing students for severe misbehavior or refusal to

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obey a reasonable school rule. Generally, suspensions are used to exclude students from school for periods of one to ten days, while expulsions are used for longer periods (Guthrie, 1986, p. 143).

The rationale for establishing a student conduct code is apparent. Since the code is administered throughout the district, students and teachers know how infractions will be handled, and this knowledge eases transfers between schools. Students new to the district are also given clear, written expectations. (Moles, 1990, p. 255)

Summary

"Why is discipline so important? Why stress it so much? Simply because no group of people can share or work together without the presence of rules and regulations. This is true whether they are working as individuals or as members of a group . . . without good discipline, the schoolroom is a waste of people's time" (Phillips, 1972, p.4).

"Discipline in schools is everyone's business. Everyone is affected by disruptive, violent, and misbehaving students" (Grossnickle, 1985, p. 48).

The courts have made it clear that administrators are no longer totally free to make whatever rules and regulations they may wish. It may be safe to return to familiar ways of doing things; however, issues of freedom of expression, equal protection under the law, and due process must always be considered.

When rules and regulations or Codes of Conduct are made, they must meet court requirements. Codes of Conduct

must be acceptable to State Boards of Education's policies. These codes should have input from all interested persons. Once made rules should be reviewed and understood by the students they will impact.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The factors which influence an administrator's decision to suspend a middle school student as a result of a particular behavior or series of behaviors are varied. This study attempted to compare those suspensions done within a system which has pre-defined behavior consequences to a system without such pre-defined behavior consequences. A sample of students who had experiences in both systems was interviewed to obtain the students' impressions of how these two systems compared. Factors such as the number of suspensions, repeat suspensions of the same student, reasons for suspension, and the time out of school as the result of suspensions were compared to determine if any statistical differences appeared between these two systems. Also the statistical effect of the ethnic background and/or gender of students was compared. Administrators were interviewed after they reviewed the statistical findings of this study to determine if such a study influenced their pre-beliefs or impacted the decision of which system of discipline administration to use in the future.

Selection of the Population

The population involved in this investigation was taken from Lansing School District middle school students and administrators. This population included those students who had been suspended from middle schools during the three school year period from 1987 to 1989. Students interviewed were selected from students which changed middle schools for any reason during the school year 1988-89. Only administrators who were assigned to the middle schools during the last year of the study were interviewed.

The Lansing School District located in Lansing, Michigan, is considered an urban district. It has an average per-year total enrollment for the study period of 22,419 students. Of this average number per year, 4,570 are middle school (grades 6-8) students. For more details, see Appendix A. For the study period there were 13,712 subjects (see Tables 3.1 and 3.2)). There were 7,348 middle school-reported suspensions involving 3,672 subjects (see Tables 3.3, 3.4, and 3.5). In 1988-89, 288 students transferred between middle schools. The Lansing School District operated four middle schools, one located approximately in each of the four quadrants of the district. Enrollments ranged per school per school year between 991 students and 1,264 students.

In addition to regular school programs, the district operated alternative programs for students who presented

Table 3.1--Population By School By Gender By Year (Audited) Total Subjects

School	1986-1987			1987-1988			1988-1989			TOTAL		%
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
Gardner	615	649	1,264	610	647	1,257	606	605	1,211	1,831 49%	1,901 51%	27.2
Otto	530	535	1,065	560	515	1,075	524	538	1,062	1,614 50.4%	1,588 49.6%	23.3
Rich	628	624	1,252	604	621	1,225	612	627	1,239	1,844 50%	1,872 50%	27.1
Point School	1,773	1,805	3,581	1,774	1,783	3,557	1,742	1,770	3,502	5,289 50.2%	5,261 49.8%	77.6
Non-Point School	524	519	1,043	513	520	1,033	499	492	991	1,536 50%	1,531 50%	22.4
Total	2,297	2,327	4,624	2,287	2,303	4,592	2,241	2,262	4,503	6,825 49.8%	6,892 50.2%	

Table 3.2--Population by School by Ethnic by Year (Un-Audited)

SCHOOL	ETHNIC CODE *	86-87	%	87-88	%	88-89	%	Total	%
GARDNER	1	17	1.0	18	1.0	12	1.0	47	1.0
	2	275	22.0	275	22.0	278	23.0	828	22.0
	3	18	1.0	17	1.0	18	1.0	53	1.0
	4	89	7.0	111	9.0	116	10.0	316	9.0
	5	863	68.0	836	67.0	788	65.0	2487	67.0
	Total	1262		1257		1212		3731	
OTTO	1	32	3.0	36	3.0	32	3.0	100	3.0
	2	297	27.0	295	27.0	287	27.0	879	27.0
	3	41	4.0	53	5.0	52	5.0	146	5.0
	4	161	15.0	153	14.0	166	16.0	480	15.0
	5	553	51.0	538	50.0	525	49.0	1616	50.0
	Total	1084		1075		1062		3221	
RICH	1	12	1.0	11	1.0	13	1.0	36	1.0
	2	460	37.0	499	41.0	526	42.0	1485	40.0
	3	31	2.0	21	2.0	21	2.0	73	2.0
	4	101	8.0	84	7.0	82	7.0	267	7.0
	5	648	52.0	610	50.0	597	48.0	1855	50.0
	Total	1252		1225		1239		3716	

Table 3.2 (cont'd.)

POINT SCHOOLS	1	61 2.0	65 2.0	57 2.0	183 2.0	
	2	1032 29.0	1069 30.0	1091 31.0	3192 30.0	
	3	90 3.0	91 3.0	91 3.0	272 3.0	
	4	351 10.0	348 10.0	364 10.0	1063 10.0	
	5	2064 57.0	1984 56.0	1910 54.0	5958 56.0	
	Total	3598	3557	3513	10668	
PATTENGILL (Non-Point School)	1	34 3.0	30 3.0	31 3.0	95 3.0	
	2	242 23.0	225 22.0	214 22.0	681 22.0	
	3	35 3.0	31 3.0	29 3.0	95 3.0	
	4	153 15.0	148 15.0	172 17.0	473 16.0	
	5	580 56.0	576 57.0	544 55.0	1700 56.0	
	Total	1044	1010	990	3044	
TOTALS	1	95 2.0	95 2.0	88 2.0	278 2.0	
	2	1274 27.0	1294 28.0	1305 29.0	3873 28.0	
	3	125 3.0	122 3.0	120 3.0	367 3.0	
	4	504 11.0	496 11.0	536 12.0	1536 11.0	
	5	2644 57.0	2560 56.0	2454 55.0	7658 56.0	
	Total	4642	4567	4503	13712	

* Ethnic Code—(1) American Indian or Native American, (2) Black or African American, (3) Asian, (4) Latino or Hispanic, (5) White or Caucasian. Categories defined by the Lansing School District.

Note: % equals percentage of population.

Table 3.3--Suspension by Incidence by School by Reason

REASON FOR SUSPENSION	GARDNER	OTTO	RICH	POINT SCHOOL	(NON-POINT) PATTENGILL	TOTAL	%
TRUANCY	33	34	42	109	85	194	2.6
HIT TEACHER	4	5	3	12	0	12	.2
FIGHTING	676	367	588	1631	573	2204	30.0
SMOKING	5	7	29	41	15	56	.8
EXTORTION	7	1	4	12	0	12	.2
DEFIED AUTHOR	11	114	38	163	388	551	7.5
ASSAULT	15	59	164	238	170	408	5.6
TARDINESS	302	0	138	440	143	583	7.9
POINT SYSTEM	283	218	265	766	0	766	10.4
DRUG USE	29	16	6	51	13	64	.9
MISCONDUCT	90	428	849	1367	793	2160	29.4
OTHER	110	33	45	188	150	338	4.6

Table 3.4--Suspension by Student by School/Year by Number of Repeats

*	GARDNER				OTTO				RICH				POINT				PATTENGILL			
	'87	'88	'89	T	'87	'88	'89	T	'87	'88	'89	T	'87	'88	'89	T	'87	'88	'89	T
1	186	150	147	483	171	148	158	477	173	146	170	489	530	444	475	1449	155	161	187	503
2	84	53	72	209	57	55	70	182	58	58	91	207	199	166	233	598	60	76	83	219
3	32	18	30	80	21	24	39	84	39	31	56	126	92	73	125	290	40	35	58	133
4	12	14	16	42	6	16	14	36	12	13	41	66	60	43	71	174	27	27	34	88
5	9	3	12	24		4	5	9	10	3	19	32	19	10	36	65	10	17	19	46
6	4	1	6	11					5	2	15	22	9	3	21	33	8	8	6	22
7	1	3		4					1		15	16	5	3	15	23	3	2	7	12
8	2		2	4						1	8	9	2	1	10	13	3	2	4	9
9											6	6		6		6	2	3	3	8
10	1			1							5	5	1		5	6		2		2
11											3	3	3		3	6		1		1
12											1	1			1	1				1
13																				
14																	1			1

* Times Per Year Suspended

Table 3.5—Suspension by School by Year by Number of Days

SCHOOL	CODE FOR DAYS	86-87	%	87-88	%	88-89	%	Total	%
GARDNER	1	100	16.7	17	4.2	130	23.3	247	15.8
	2	29	4.8	45	11.0	72	12.9	146	9.3
	3	450	75.0	334	81.9	341	61.2	1125	71.9
	4	18	3.0	8	2.0	9	1.6	35	2.2
	5	3	.5	4	1.0	5	1.0	12	.8
	Total	600		408		557		1565	
OTTO	1	136	36.6	119	28.7	136	27.4	391	30.5
	2	29	7.8	35	8.5	33	6.7	97	7.6
	3	203	54.6	252	60.9	314	63.3	769	60.0
	4	3	.8	5	1.2	9	1.8	17	1.3
	5	1	.3	3	.7	4	.8	8	.6
	Total	372		414		496		1282	
RICH	1	6	1.1	17	3.8	568	47.8	591	27.2
	2	10	1.8	11	2.5	257	21.6	278	12.8
	3	506	93.5	411	93.0	347	29.2	1264	58.2
	4	14	2.6	2	.5	16	1.3	32	1.5
	5	5	1.0	1	.2	0	0.0	6	.3
	Total	541		442		1188		2171	

Table 3.5 (cont'd.)

POINT SCHOOLS	1	242	16.0	153	12.1	834	37.2	1229	24.5
	2	68	4.5	91	7.2	362	16.2	521	10.4
	3	1159	76.6	997	78.9	1002	44.7	3158	62.9
	4	35	2.3	15	1.2	34	1.5	84	1.7
	5	9	.6	8	.6	9	.4	26	.5
	Total	1513		1264		2241		5018	
PATTENGILL (Non-Point School)	1	99	14.6	212	28.3	292	32.4	603	25.9
	2	76	11.2	145	19.3	142	15.7	363	15.6
	3	363	53.5	282	37.6	339	37.6	984	42.2
	4	117	17.3	100	13.3	105	11.6	322	13.8
	5	23	3.4	11	1.5	24	2.7	58	2.5
	Total	678		750		902		2330	
TOTALS		2191		2014		3143		7348	

Code for Days = (1)=1; (2)=2; (3)=3 to 5 days; (4)=1 to 3 weeks; (5) over 3 weeks. (Categories defined by the Lansing School District)

behavioral problems that could not be managed in regular secondary schools. At the middle school level, this program was called Re-Entry. This Re-Entry program consisted of two teachers and two classrooms housed at an alternative high school building. There were 40 Re-Entry students enrolled per year. The purpose of this Re-Entry program was to help students modify their behavior so that they could eventually return to the regular school setting. The district operated an alternative high school program that enrolled up to 120 students per year. This program was geared primarily toward dropout prevention, students with behavior problems, and students with school attendance problems. Assignment to both the Re-Entry and alternative programs was based on a joint determination by the student's home school building administrator and a student services administrator. Generally placement was made following a suspension to the Student Services' Office. The district operated Adult Education Programs, Special Education Programs for handicapped students and a program for expectant and/or school-aged parents. These programs were not included in this study because of the totally-individual approach to discipline used by each teacher in these special programs.

Each middle school was administratively staffed with a principal and two assistant principals. The Lansing School District established a district-wide Student Discipline Code (see Appendix J). However, each building was required to

establish a its' own Student Discipline Code (see Appendices F-I). Within these individual Student Discipline Codes, methods for administration of discipline for that building were established and approved. These Student Discipline Codes were reviewed by students, teachers, parents, and administrators; further, each must operate within the district-wide Student Discipline Code. Within the Lansing School District middle schools program, buildings adopted either a pre-defined system of administration of discipline or a non pre-defined system of administration of discipline.

A student's school assignment was generally determined by the parent's legal residence. Because of the 1973 federal court order, desegregation plan boundaries were drawn to balance all schools on the basis of ethnic background (see Appendix A). The student ethnic population consisted of American Indian, Hispanic, African-American, Asian, and Caucasian students. All current school assignments and boundaries were established in accordance with that 1973 plan. This balancing of ethnic backgrounds was believed to have created a generally homogeneous mixture of students across each of the four middle schools. Administrators were not randomly assigned. However, observation of this small population shows an attempt to balance ethnic background and gender within and across the buildings. Administrative service usually span several

buildings. Administrators tend to move between buildings in different years of service.

Methodology

Discipline data from the Lansing School District's middle schools for the school years 1987-88, 1986-87, and 1985-86 were reviewed. The Lansing School District is a Middle-Cities State of Michigan district with about 24,000 students within 33 elementary, 4 middle schools, 3 high schools, and one alternative program. For each of the targeted years, approximately 4,000 students were enrolled at the middle school level. The suspension data from each of the middle schools were statistically analyzed and compared to find the effect that method of administration of discipline had upon those data. Each of the four middle schools had enrollments that ranged from about 800 to 1,000 students. The middle school buildings were categorized as three three-point schools and one non-point school. Each year there were approximately 1,100 suspensions at the middle school level. The twelve reasons for suspension were collapsed into four categories (see Figures 3.1 and 3.2.) Factors such as time spent on suspension by students (see Figure 3.3), repeat suspensions of the same student (see Figures 3.4 and 3.5), and race and gender of students suspended were examined (see Figure 3.6).

SUSPENSION

REASONS BY COLLAPSED CATEGORIES

1986-87 THROUGH 1988-89

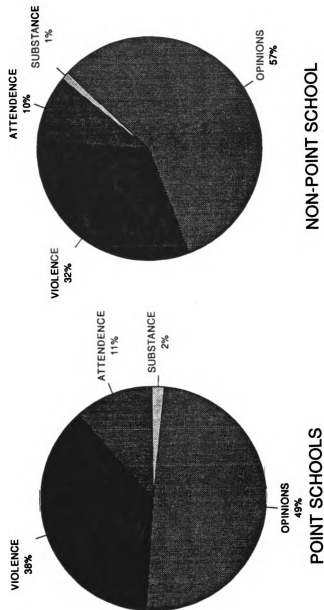


Figure 3.1 Suspension, Reason by Collapsed Categories 1986-87 through 1988-89

SUSPENSION

REASONS BY COLLAPSED CATEGORIES 1986-87 THROUGH 1988-89

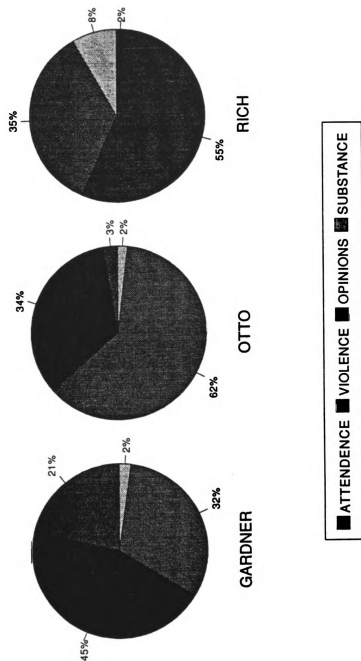


Figure 3.2 Suspension, Reasons by Collapsed Categories
1986-87 through 1988-89 Three Point Schools

TIME SPENT ON SUSPENSION 1986-87 THROUGH 1988-89

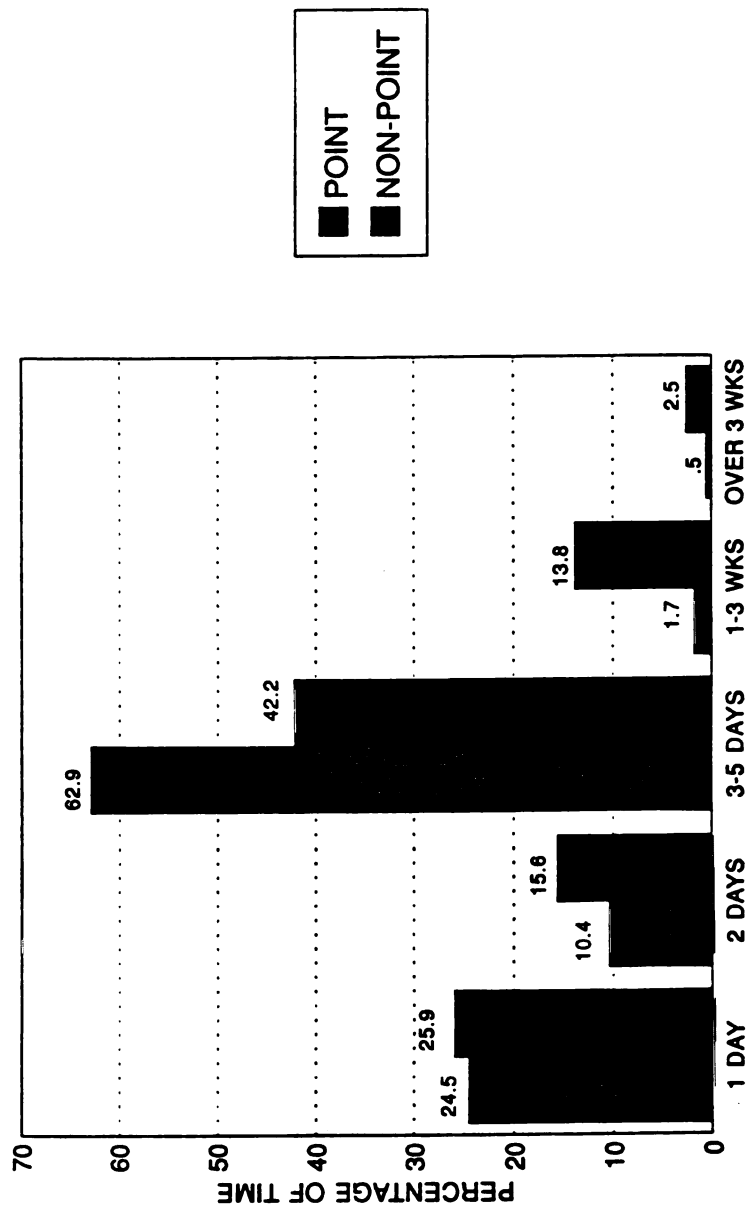


Figure 3.3 Time Spent on Suspension 1986-87 through 1988-89

AVERAGE NUMBER OF REPEAT SUSPENSIONS EACH SCHOOL

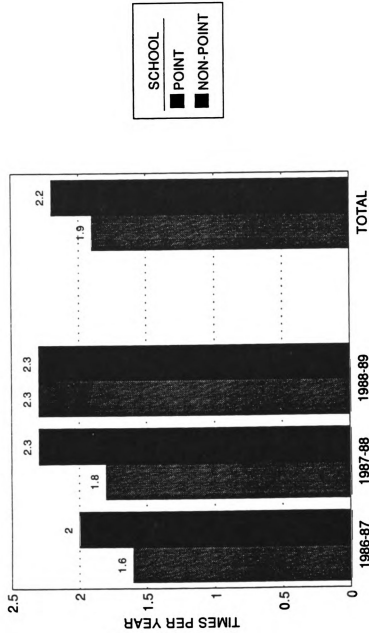


Figure 3.4 Repeat Suspensions, 1986-87 through 1988-89 Each School

REPEAT SUSPENSIONS

1986-87 THROUGH 1988-89

EACH SCHOOL

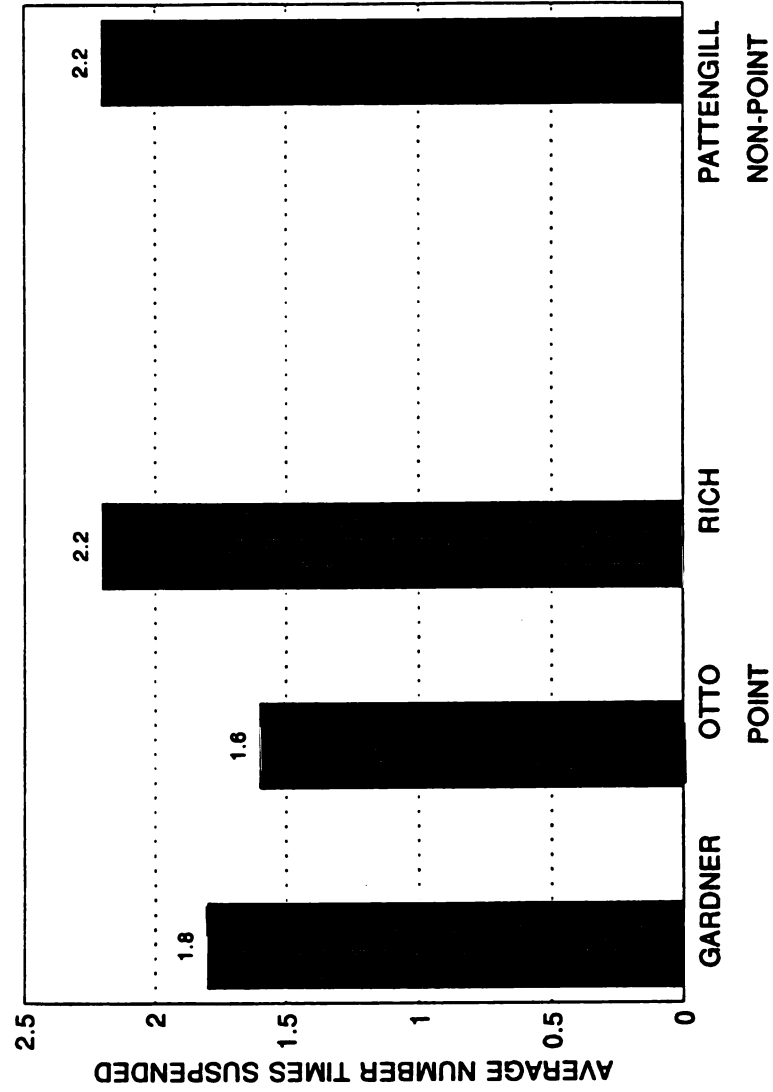


Figure 3.5 Repeat Suspensions, 1986-87 through 1988-89

SUSPENSION BY ETHNIC 1986-87 THROUGH 1988-89

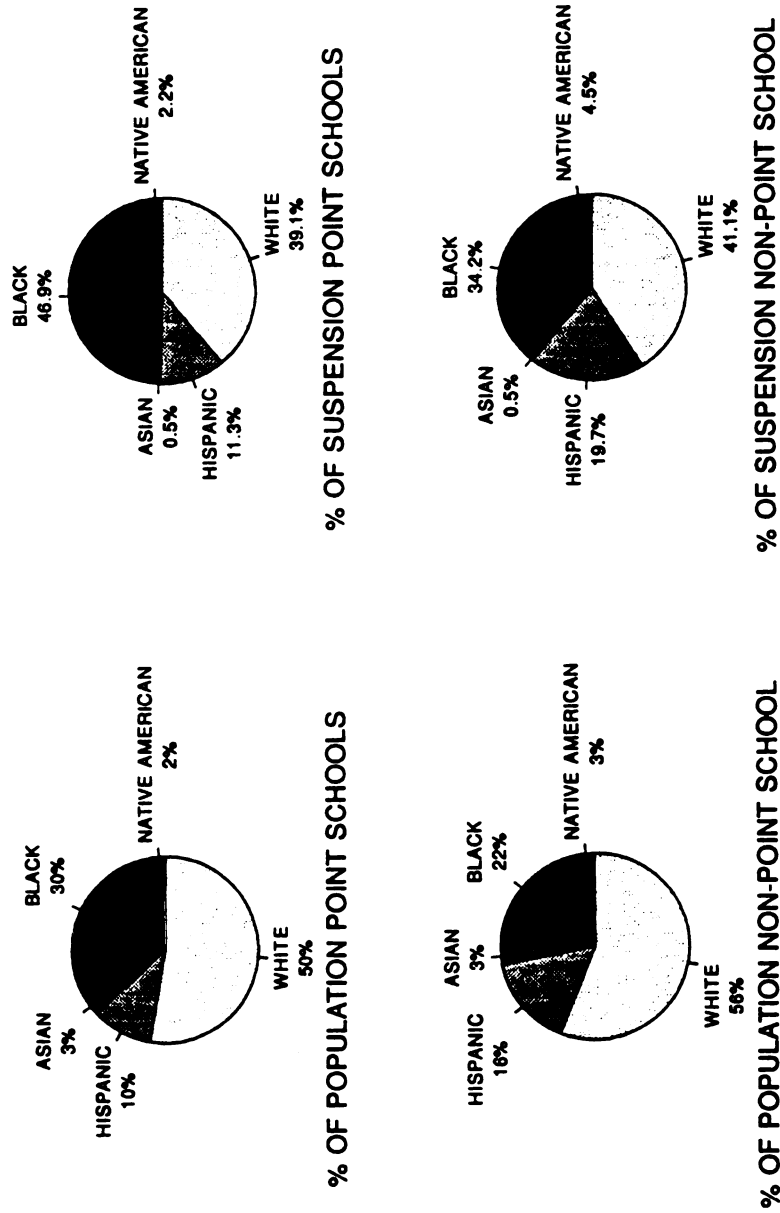


Figure 3.6 Suspension by Ethnic, 1986-87 through 1988-89

Many students move between Lansing School District middle school buildings. Approximately 45 middle school students who moved were interviewed. These students were asked to provide a critique of the system in which they were involved and asked to offer their opinions of the effectiveness of their system versus other systems of discipline administration which they may have experienced. Only students who had attended two or more middle schools within the Lansing School District within the last year, 1988-89, were selected for interview. There were 288 transferred students meeting these criteria. This group included both students who had experienced suspension and those who had not. These students' perceptions and opinions were reported along with the statistical data. This input from students was expected to support and add credibility to the findings. It was also expected to raise new areas of interest and ways of viewing discipline administration.

The opinions of administrators whose job was to administer various types of discipline systems were also reviewed. These opinions were considered to be of greatest value if the administrator had reviewed the results of the statistical comparisons before being interviewed. These opinion data were collected using an open-ended interview format with each administrator. Each administrator was encouraged to give his or her opinion of the statistical findings along with any new or previous bias toward a

particular system. There were 14 middle school administrators, including principals and assistant principals, all of whom were interviewed. Because of mobility of assignments, most of these administrators had experiences in more than one building and in more than one system of discipline administration.

The opinions and conclusion of the administrators were compared with the other reported data. These comparisons were identified to provide a more complete picture of the statistical data within a more practical context. The responses of administrators were used to validate the research findings and to raise issues which might be of use in further elaborating factors which might relate to the best administration of discipline.

Other groups, such as teachers and parents, are also believed to be affected by the type of administration of discipline. However, input from these other groups was not considered in this study.

Data Collection

Before collecting any data, this researcher obtained written approval from the Lansing School District to conduct his investigation within the district. Any research conducted in the Lansing School District must be approved by the Office of Evaluation and Research Services. An application detailing the scope of the investigation and the

extent to which student records and/or student and staff time would be involved was submitted for consideration to a district panel. In general, projects were critically reviewed for several factors, including their relationship to Board of Education goals and potential value to the district. Because results of this investigation could have a direct effect upon school district procedures and practices, the panel readily gave its approval to conduct the research.

In addition to local district approval, it was also necessary to receive approval from Michigan State University's University Committee on Research Involving Human Subjects (UCRIHS). This committee must review any study or investigation involving personally-identifiable data on human subjects to ensure that the subjects' rights are protected. Of particular interest to UCRIHS was the types of data to be collected and the nature of the consent forms to be used in this investigation. Although several members of UCRHS initially expressed concern about the voluntary nature of the parent and student consent in this investigation, particularly as the investigator was an employee of the Lansing School District's Student Services Office, final approval was given after minor modification was made to the consent form.

There were four distinct types of data collected with this study: (1) on district population; (2) on suspensions; (3) from student interviews; and (4) from interviews of

administrators. Each type of data was collected in different ways. Data on district population were collected from each building each year of the study and reported to the State of Michigan's Department of Education as part of the district's annual funding claims. These data were audited annually at the intermediate school district and at the state level. They were then published by the district and the state. Data on each suspension were recorded regularly by the suspending administrator. These data were then forwarded to central administration for coding and entering into a computer data base. This entry was theoretically done on a daily basis; however, it must have been completed by the end of each semester when various reports were extracted from this data base. An annual non-demographic suspension report was then generated, which became part of the district's public information library. The building making the suspension identification code, the student's identification number, the student's name, the date suspended, the date returned, the total days suspended, the grade level, the student's ethnic code, the student's gender code, the reason code for suspension, whether the student was sent to central administration, if a school change was done, and the semester in which this suspension took place were all entered (see Appendix E). An entry was made for each incident of suspension. This suspension was entered into the district's computer system, a computer program checked for correctness

of demographic data against the district master student file which superseded any contested suspension data. The computer program also determined the number of days suspended from the dates given rather than the number of days listed. Normally these suspension data were expunged from the computer data base after the annual reports were produced. For the purpose of this study, three years of demographic suspension data were maintained. These data will be destroyed at the conclusion of this study. From this data base, all middle school suspension data were extracted.

Students' history of middle school enrollment was reviewed from the district's student enrollment data base. All students who had attended two or more Lansing School District's middle schools during the 1988-89 school year were selected. A letter explaining the purpose of the investigation and requesting an opportunity to interview the student at his/her school, along with a parent permission form and a request for the student's voluntary participation in this study, was mailed to all parents or guardians of students who had transferred (see Appendix C). From this population of 288, 62 affirmative responses were received. These responses were separated in categories by their currently enrolled schools. Students were interviewed at their schools. Interviews were randomly conducted until at least ten had been completed at each building. Because of the relatively small number of interviews, this investigator

was able to conduct all interviews himself. This interview procedure eliminated the need to train interviewers and helped to standardize the manner in which the interviews were conducted and the responses were recorded.

The interview was comprised of five parts. The first part included questions designed to gather general information about the student. The second part contained questions related to the student's relationship to his/her former school. The third part contained questions designed to have the student compare his/her current with his/her former school. The fourth part contained questions related to the student's relationship to his/her current school. The final section contained open-ended questions designed to elicit student's opinions about discipline systems in general. A complete copy of this questionnaire is part of Appendix B. The interview generally took about ten minutes per student to complete.

Administrators were sent letters requesting their voluntary participation in this study. The letters described that the method of data collection was by personal interview augmented by taped recording. This interview was expected to be ten to fifteen minutes in duration. An agreement form for participation was included. The eight questions to be asked were included (see Appendix D). A summary of the statistical analysis was also included for preview. All middle school

administrators responded affirmatively, and all administrators were interviewed as a part of this study.

Statistical Method Used

The statistical technique of Chi-square was used. "Chi-square is defined as the sum of the squared deviations [(observed - expected)²] divided by the expected value of each cell. The formula is:

$$\chi^2 = \sum \frac{(O - e)^2}{e} \quad .'' \quad (\text{Besag, 1985, p. 279})$$

This statistical technique was chosen because there were nominal and ordinal level data. The cells forms were less than 30, with less than 20% of the expected frequencies having a value of less than 5; there were no empty cells. The samples were independent and form frequencies in discrete categories. The significance level of .05 probably was chosen, the generally acceptable level in social science research (MacEachron, 1982, p. 159). This .05 level of significance was used throughout this study.

The operations procedures were performed using the Statistical Package for the Social Sciences programs (SPSS) through the Lansing School District's IBM 4381 computer system. The SPSS Subprogram CROSSTABS programs computing formulas and basic assumptions follows.

Chi-square is a test of statistical significance. It helps us to determine whether a systematic relations exists between two variables. This is done by computing the cell frequencies which would

be expected if no relationship is present between the variables given the existing row and column totals (marginals). The expected cell frequencies are then compared to the actual values found in the table according to the following formula:

$$\chi^2 = \sum_i \frac{(f_o^i - f_e^i)^2}{f_e^i}$$

where f_o^i equals the observed frequency in each cell, and f_e^i equals the expected frequency calculated as

$$f_e^i = \left(\frac{c_i r_i}{N} \right)$$

where c_i is the frequency in a respective column marginal, r_i is the frequency in a respective row marginal, and N stands for total number of valid cases." (NIE, 1975, p. 222)

Data Reporting and Analysis

Because of the variety of types of data several methods of reporting and analysis were employed. Suspension and district population data were mathematically analyzed. Hypothesis 1-5 Data were statistically analyzed using Chi Square. Student interview data were reported in a descriptive manner as it related to each hypothesis. The administrative interview data were also reported in a descriptive manner as the administrative populations reacted to the results of this study.

Research Hypotheses

The basic hypothesis of this study is that there will be no significant differences in the results of suspension between defined or undefined administration methods according to the variables of number of suspensions, repeat suspensions, reasons for suspensions, ethnic background or gender of the student, and time spent on suspension.

Hypotheses

This research was conducted to answer the following hypotheses.

- Hypothesis 1. There are no differences in the number of suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.
- Hypothesis 2. There are no differences in the number of repeat suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.
- Hypothesis 3. There are no differences in the reasons for suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Hypothesis 4. There are no differences in the ethnic background or gender of student suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Hypothesis 5. There are no differences in the time students spend on suspension resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Data on the above null hypotheses are presented in Chapter IV, along with discussion of the research hypotheses to which they relate (see p. 104 below).

Summary

Mathematical, statistical and descriptive methods described in this chapter were used to analyze the collected data. The questions of whether a difference between the predefined set of behavior or a non-predefined set of behavior consequences makes any difference in discipline was reviewed by this analysis of data. The collected data are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

The purpose of this study was to investigate whether the method used for administration of discipline, that is, a predefined (point system) or an objective (non-point system) method, made any difference in discipline. The criteria used were numbers of suspension, repeat suspensions, reasons for suspensions, ethnic background or gender of suspended students, and the amount of time spent on suspension. In addition, the opinions of students with experience in more than one middle school and in some cases both type of systems are sampled.

In this chapter the data were analyzed in three sections: (1) mathematical analysis of population and suspension data, (2) statistical analysis of the suspension data, and (3) analysis of the reported opinions of students. Each of the five hypothesis will be reviewed separately.

The computer programs of the Statistical Package for the Social Sciences (SPSS), 1986, were used to analyze the suspension data. The SPSS Condescriptive and Crosstabs Sub-programs were used to generate summary information about the suspension data.

In this chapter, the analysis of the data will be simply presented. There was no attempt to interpret the meanings of these analyses. Chapter V will attempt to extract meanings and present interpretations of these data and analyze them.

Presentation of Results

During the school years 1986 through 1989, there were a total combined 13,712 student enrollments in the middle school grades of the Lansing School District. (These were not unduplicated students.) During this three year time period, there were a total of 3,672 of these students suspended. Of this total combined student population, 10,550 were defined as being in point-system schools and 3,067 were in the non-point system school. Of the total suspended, 2,628 were attributed to the point-system schools and 1,044 were attributed to the non-point system school. Thirty four percent of non-point system students were suspended. For individual school years these percentages changed. The total point-system percentage of suspensions was twenty five.

While 2,628 students were suspended in the point-system, 5,018 suspensions were made equaling an average of 1.9 times suspended for each student suspended. The 1,044 non-point system students were suspended a total of 2,330 times, for an average rate of 2.2 suspensions per student.

These rates for point system and non-point system students varied from school year to school year.

Twelve reasons for suspension were established by the district. The twelve reasons were collapsed by this redefinition into four categories: (1) attendance, (2) violence, (3) opinions, and (4) substance. The number of combined suspensions and the percentages of all suspensions per type of school, per category for the point system students over the three years were as follows:

(1) Attendance	567	11.3%
(2) Violence	1,892	37.7%
(3) Opinions	2,484	49.5%
(4) Substance	92	1.8%

Non-point system students and percentages of all suspensions per type of school were as follows:

(1) Attendance	228	9.8%
(2) Violence	743	31.9%
(3) Opinions	1,331	57.1%
(4) Substance	28	1.2%

These percentages varied from school year to school year.

The percentages by gender for enrolled students appeared relatively constant between point system schools and the non-point system school. The gender percentages also remained constant between individual school years. These percentages were 49.1% female and 50.9% male. The combined suspensions over the three years for point-system schools by

gender was 47.0% female, while that same data for the non-point system school was 47.5% female. Ethnic designations were defined by the district in five categories: (1) American Indian or Native American, (2) black or African American, (3) Asian, (4) Latino or Hispanic, and (5) white or Caucasian. The percentage of enrollment by ethnic group compared to the percentage of suspensions by ethnic groups over the combined three years for the point system schools were as follows:

(1) American Indian	2% of population	2.2% of suspensions
(2) African American	30% of population	46.9% of suspensions
(3) Asian	3% of population	0.5% of suspensions
(4) Hispanic	10% of population	11.3% of suspensions
(5) Caucasian	50% of population	39.1% of suspensions

The percentage of enrollment by ethnic group compared to the percentage of suspensions by ethnic group over the combined three years for the non-point system school were as follows:

(1) American Indian	3% of population	4.5% of suspensions
(2) African American	22% of population	34.2% of suspensions
(3) Asian	3% of population	0.5% of suspensions
(4) Hispanic	16% of population	19.7% of suspensions
(5) Caucasian	56% of population	41.1% of suspensions

Gender and ethnic percentages were relatively consistent across the three years. A pattern emerges which suggests that "African American" students received

proportionately greater number of suspensions than the other ethnic group.

The time spent on suspension was divided into five categories as defined by the district: (1) one day, (2) two days, (3) three to five days, (4) one to three weeks, and (5) over three weeks. During the three year period the percentage of point-system schools' suspensions were divided into the five categories as follows: Category 1, 24.5%; Category 2, 10.4%; Category 3, 62.9%; Category 4, 1.7%; and Category 5, 0.5%. The non-point system school's percentages were divided as follows: Category 1, 25.9%; Category 2, 15.6%; Category 3, 42.2%; Category 4, 13.8%; and Category 5, 2.5%. These percentages varied for the various school years.

The SPSS Condescriptive and Crosstab Sub-Programs also generated summary information which showed that within the point system schools there was often nonconsistent patterns between schools on all criteria investigated. For this study the .05 level of probability was chosen as the level of significance throughout.

Hypothesis I

There are no differences in the number of suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

When data were analyzed using the Chi-square statistics comparing the incidences of point system suspensions with the incidences of non-point system suspensions for the school years September, 1986 through June, 1989, significant differences were found. The Chi-square statistics at one degree of freedom had a value of 7343.38275 with significance beyond the .05 level. Clearly the non-point system over three years generated significantly more suspensions than the point-system did. This finding is one of the most prominent in this study.

Comparing each school with the others also showed significance (see Table 4.1). The data in Table 4.1 serve to confirm the overall comparison of the systems cited immediately above.

Table 4.1--Chi-square Suspension - Incident Each
School - All Years

School	Cases Observed	Expected	Residual
Gardner	1,565	1,999.03	-434.03
Pattengill	2,330	1,642.83	687.17
Otto	1,282	1,715.68	-433.68
Rich	2,171	1,990.46	180.54
TOTAL	7,348		
CHI-SQUARE	D.F.	SIGNIFICANCE	
507.668	3	0.000	

Table 4.2--Chi-square Suspension - Student Point
Versus Non-Point, 1987

Category	Cases Observed	Expected	Residual
Point System	884	923.90	-39.90
Non-Point System	309	269.10	39.90
TOTAL	1,193		
CHI-SQUARE 7.641	D.F. 1	SIGNIFICANCE 0.006	

Table 4.3--Chi-square Suspension - Student Point
Versus Non-Point, 1988

Category	Cases Observed	Expected	Residual
Point System	743	833.56	-90.56
Non-Point System	334	243.44	90.56
TOTAL	1,077		
CHI-SQUARE 43.522	D.F. 1	SIGNIFICANCE 0.000	

Table 4.4--Chi-square Suspension - Student Point
Versus Non-Point, 1989

Category	Cases Observed	Expected	Residual
Point System	1,001	1,093.45	-92.45
Non-Point System	401	308.55	92.45
TOTAL	1,402		
CHI-SQUARE 35.521	D.F. 1	SIGNIFICANCE 0.000	

The data showed that in comparing the number of students suspended in the point system schools versus the non-point system school per year over the 1986-87 through 1988-89 period there was significant difference using the Chi-square statistics at a value of 3667.08714 with one degree of freedom.

Comparing student point with non-point system suspensions per each school year using Chi-square statistics showed significant differences beyond the .05 level (see Tables 4.2, 4.3, and 4.4).

When the number of students suspended in each school over the three years was statistically compared, significant differences were found. Also when this comparison was done year per year significant differences were found (see Tables 4.5 and 4.6).

Table 4.5--Chi-square Suspension - Student All Schools
- All Years

School	Cases Observed	Expected	Residual
Gardner	858	999.04	-141.04
Pattengill	1,044	821.03	222.97
Otto	788	857.17	- 69.17
Rich	982	994.76	- 12.76
TOTAL	3,672		
CHI-SQUARE	D.F.	SIGNIFICANCE	
86.212	3	0.000	

Table 4.6--Chi-square Suspension - Student Each School
- Each Year

School	1987	1988	1989	Total	%
Gardner	331	242	285	858	23.4
Pattengill	309	334	401	1,044	28.4
Otto	255	247	286	788	21.5
Rich	298	254	430	982	26.7
TOTAL	1,193	1,077	1,402	3,672	
CHI-SQUARE		D.F.		SIGNIFICANCE	
36.24553		6		0.0000	

The data presented in Tables 4.2 through 4.6 indicate the non-point system tended to generate more suspensions than the point-system.

The incidents of suspension were compared for each school over each year. Statistical significant difference were found (see Table 4.7).

Table 4.7--Chi-square Suspension Incident Each School -
Each Year

School	1987	1988	1989	TOTAL	%
Gardner	600	408	557	1,565	21.3
Pattengill	678	750	902	2,330	31.7
Otto	372	414	496	1,282	17.4
Rich	541	442	1,188	2,171	29.5
TOTAL	2,191	2,014	3,143	7,348	
CHI-SQUARE		D.F.		SIGNIFICANCE	
232.53748		6		0.0000	

The year 1989 saw a jump in suspensions, especially at the Rich Middle School. See Chapter V, page 126, for discussion of why a jump occurred in 1989.

The non-point system school was compared for each individual point system school for the year 1986-87. Statistical significant difference was found (see Tables 4.8, 4.9, and 4.10).

Table 4.8--Chi-square Suspension - Incident Gardner Versus Non-Point School, 1987

School	Cases Observed	Expected	Residual
Gardner	600	1,177.07	-577.07
Pattengill	678	100.93	577.07
TOTAL	1,278		
CHI-SQUARE	D.F.	SIGNIFICANCE	
3,582.424	1	0.000	

Table 4.9--Chi-square Suspension Incident Otto Versus Non-Point School, 1987

School	Cases Observed	Expected	Residual
Otto	372	530.48	-158.48
Pattengill	678	519.52	158.48
TOTAL	1,050		
CHI-SQUARE	D.F.	SIGNIFICANCE	
95.689	1	0.000	

Table 4.10--Chi-square Suspension Incident Rich Versus
Non-Point School, 1987

School	Cases Observed	Expected	Residual
Rich	541	665.01	-124.01
Pattengill	678	553.99	124.01
TOTAL	1,219		
CHI-SQUARE	D.F.	SIGNIFICANCE	
50.881	1	0.000	

Pattengill, the non-point school, had proportionately more suspensions than the point-system schools.

The incidents of suspension at non-point system school were compared over each of the three years with themselves. The students suspended at the non-point system school were also compared over each of the three years with themselves. In both comparisons there was statistical significant differences recorded (see Tables 4.11 and 4.12).

Table 4.11--Chi-square Suspension Incident Non-Point School
- Each Year

Year	Cases Observed	Expected	Residual
1987	678	792.37	-114.37
1988	750	784.77	- 34.77
1989	902	752.86	149.14
TOTAL	2,330		
CHI-SQUARE	D.F.	SIGNIFICANCE	
47.591	2	0.000	

Table 4.12--Chi-square Suspension Student Non-Point School
- Each Year

Year	Cases Observed	Expected	Residual
1987	309	355.03	-46.03
1988	334	351.63	-17.63
1989	401	337.33	63.67
TOTAL	1,044		
CHI-SQUARE	D.F.	SIGNIFICANCE	
18.869	2	0.000	

The number of suspensions at Pattengill, the non-point school, went up in 1989 as did suspensions in the other schools, however, the increase was proportionately greater at Pattengill.

The number of incidents in each of the three point system schools was statistically compared over the three years. Statistically significant differences were found. Point system schools Otto and Rich were individually compared to themselves over the three years. Significant differences were found in each comparison. Each of the three schools was compared over the years 1986-87 through 1987-88. Only in the comparison made for the year 1987-88 was there no significant difference below the .05 level (see Tables 4.13 through 4.17).

Table 4.13--Chi-square Suspension Incident Each Point
School - Each Year

School	1987	1988	1989	Total	%
Gardner	600	408	557	1,565	31.2
Otto	372	414	496	1,282	25.5
Rich	541	442	1,188	2,171	43.3
TOTAL	1,513	1,264	2,241	5,018	
CHI-SQUARE		D.F.		SIGNIFICANCE	
189.58788		4		0.0000	

Table 4.14--Chi-square Suspension Incident Otto - Each Year

Year	Cases Observed	Expected	Residual
1987	372	426.40	-54.50
1988	414	430.40	-16.40
1989	496	425.20	70.80
TOTAL	1,282		
CHI-SQUARE	D.F.	SIGNIFICANCE	
19.355	2	0.000	

Table 4.15--Chi-square Suspension Incident Rich - Each Year

Year	Cases Observed	Expected	Residual
1987	541	731.46	-190.46
1988	442	715.68	-273.68
1989	1,188	723.86	464.14
TOTAL	2,171		
CHI-SQUARE	D.F.	SIGNIFICANCE	
451.854	2	0.000	

Table 4.16--Chi-square Suspension Incident Each Point
School - Year 1987

School	Cases Observed	Expected	Residual
Gardner	600	534.05	65.95
Otto	372	449.97	-77.97
Rich	541	528.98	12.02
TOTAL	1,513		
CHI-SQUARE 21.928	D.F. 2	SIGNIFICANCE 0.000	

Table 4.17--Chi-square Suspension Incident Each Point
School - Year 1988

School	Cases Observed	Expected	Residual
Gardner	408	446.68	-38.68
Otto	414	382.01	31.99
Rich	442	435.31	6.69
TOTAL	1,264		
CHI-SQUARE 6.132	D.F. 2	SIGNIFICANCE 0.047	

Again the patterns in Tables 4.13 through 4.17 indicate a jump in suspensions in 1989 which almost surely is a reflection of the system-wide decision that year to abolish "in-school" suspensions (see Chapter V).

The number of students suspended in each of the three point system schools was individually statistically compared over the three years. In two cases significant differences were found beyond the .05 level. In one case no difference was found at the .05 level (see Tables 4.18, 4.19, and 4.20).

Table 4.18-Chi-square Suspension Student - Gardner - Each
Year

Year	Cases Observed	Expected	Residual
1987	331	290.60	40.40
1988	242	288.99	-46.99
1989	285	278.41	6.59
TOTAL	858		
CHI-SQUARE 13.413	D.F. 2	SIGNIFICANCE 0.001	

Table 4.19--Chi-square Suspension Student - Otto - Each
Year

Year	Cases Observed	Expected	Residual
1987	255	262.09	- 7.09
1988	247	264.55	-17.55
1989	286	261.35	24.65
TOTAL			
CHI-SQUARE 3.681	D.F. 2	SIGNIFICANCE 0.159	

Table 4.20--Chi-square Suspension Student - Rich - Each
Year

Year	Cases Observed	Expected	Residual
1987	298	330.86	-32.86
1988	254	323.72	-69.72
1989	430	327.42	102.58
TOTAL	982		
CHI-SQUARE 50.416	D.F. 2	SIGNIFICANCE 0.000	

It is not altogether clear why Gardner and Rich are less consistent than Otto over these three years, but these data do portray that one point-system school can vary from others, while a different one can maintain consistency.

Hypothesis II

There are no differences in the number of repeat suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

When data were analyzed using the Chi-square statistic comparing the number of single suspensions to the number of repeat suspensions between point and non-point systems schools significant differences were found.

Table 4.21--Chi Square Suspension - Repeat Suspension -
Point Versus Non-Point - All Years

System	One Suspension	Repeat Suspensions	Total
Point	1449	1179	2628
Non-Point	503	541	1044
TOTAL	1952	1720	3672
CHI-SQUARE 14.24484	D.F. 1	SIGNIFICANCE .0002	

When data were analyzed using the Chi-square statistic comparing the incidences of repeat suspensions between each of the four schools for each of the three years (1986-1989), significant differences were found beyond the .05 level (see Tables 4.21 through 4.24).

Table 4.22--Chi-square Suspension Student - Repeat
Suspensions - Each School - 1987

Repeat Suspensions	Gardner	Pattengill	Otto	Rich	TOTAL	%
1	186	155	171	173	685	57.4
2	84	60	57	58	259	21.7
3	32	40	21	39	132	11.1
4	12	27	6	12	57	4.8
5	9	10		10	29	2.4
6	4	8		5	17	1.4
7	1	3		1	5	.4
8	2	3			5	.4
9		2			2	.2
10	1				1	.1
14		1			1	.1
TOTAL					1,193	
CHI-SQUARE		D.F.		SIGNIFICANCE		
64.16927		30		0.0000		

Table 4.23--Chi-square Suspension Student - Repeat
Suspensions - Each School - 1988

Repeat Suspension	Gardner	Pattengill	Otto	Rich	Total	%
1	150	161	148	146	605	56.2
2	53	76	55	58	242	22.5
3	18	35	24	31	108	10.0
4	14	27	16	13	70	6.5
5	3	17	4	3	27	2.5
6	1	8		2	11	1.0
7	3	2			5	.5
8		2		1	3	.3
9		3			3	.3
11		2			2	.2
12		1			1	.1
TOTAL					1,077	
CHI-SQUARE		D.F.		SIGNIFICANCE		
55.48123		30		0.0031		

Table 4.24--Chi-square Suspension Student - Repeat
Suspension - Each School - 1989

Repeat Suspensions	Gardner	Pattengill	Otto	Rich	Total	%
1	147	187	158	170	662	47.2
2	72	83	70	91	316	22.5
3	30	58	39	56	183	13.1
4	16	34	14	41	105	7.5
5	12	19	5	19	55	3.9
6	6	6		15	27	1.9
7		7		15	22	1.6
8	2	4		8	14	1.0
9		3		6	9	.6
10				5	5	.4
11				3	3	.2
13				1	1	.1
TOTAL					1,402	
CHI-SQUARE		D.F.		SIGNIFICANCE		
90.91775		33		0.0000		

An arithmetic comparison of repeat suspensions of each school and the two type of school administration with the population figures was made. While the percentage varied at different levels of number of repeated suspensions, overall the percents of repeated suspensions reported were not what would be expected compared with the population (see Table 4.25).

Table 4.25--Suspensions Student - Frequency of Repeat Suspensions

Repeat Suspensions	Frequency	Valid %	Cum %
1	1952	53.2	53.2
2	817	22.2	75.4
3	423	11.5	86.9
4	232	6.3	93.2
5	111	3.0	96.3
6	55	1.5	97.8
7	32	.9	98.6
8	22	.6	99.2
9	14	.4	99.6
10	6	.2	99.8
11	5	.1	99.9
12	1	.0	99.9
13	1	.0	100.0
14	1	.0	100.0
TOTAL	3,672		

Hypothesis III

There are no differences in the reasons for suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Table 4.26--Student Percent of Repeat Suspensions Each School All Years

# OF TIMES SUSPENDED	PERCENT OF SCHOOL POPULATION			POINT	PATTENGILL
	GARDNER-27.2	OTTO-23.3	RICH-27.1	SCHOOLS-25.8 (77.6)	(Non-Point) 22.4
1	24.7	24.4	25.1	24.7	25.8
2	25.6	22.3	25.3	24.4	26.8
3	18.9	19.9	29.8	22.9	31.4
4	18.1	15.5	28.4	20.6	37.9
5	21.6	8.1	28.8	19.5	41.4
6	20.0	0.0	40.0	20.0	40.0
7	12.5	0.0	50.0	22.1	37.5
8	18.2	0.0	40.9	19.7	40.9
9	0.0	0.0	42.9	14.3	57.1
10	16.7	0.0	83.3	33.3	0.0
11	0.0	0.0	60.0	20.0	40.0
12	0.0	0.0	0.0	0.0	100.0
13	0.0	0.0	100.0	33.3	0.0
14	0.0	0.0	0.0	0.0	100.0
TOTALS	23.5	21.6	26.4	25.8 (71.5)	28.5

When data were analyzed using the Chi-square statistics comparing the incidents of suspension by reason between the point system schools and the non-point system school for the school years of 1986-87 through 1988-89, significant differences were found. Chi-square statistics at 11 degrees of freedom had a value of 881.45002 with no significance at the .05 level. The reasons for suspensions were collapsed from 12 items into 4 categories. This analysis produced a Chi-square with 3 degrees of freedom with a value of 38.80915 with significance beyond the .05 level.

All schools were analyzed both with reasons uncollapsed and collapsed. There were significant differences in these statistics (see Tables 4.27 and 4.28).

Table 4.27--Chi-square Suspension Incident - Reason - All Schools - All Years

Reason	Gardner	Pattengill	Otto	Rich	Total
Truancy	33	85	34	42	194
Striking Teacher	4		5	3	12
Fighting	676	573	367	588	2,204
Smoking	5	15	7	29	56
Extortion	7		1	4	12
Defied Authority	11	388	114	38	551
Assault	15	170	59	164	408
Tardiness	302	143		138	583
Point System	283		218	265	766
Drug Use	29	13	16	6	64
Misconduct	90	793	428	849	2,160
Other	110	150	33	45	338
TOTAL	1,565	2,330	1,282	2,171	7,348
CHI-SQUARE	D.F.	SIGNIFICANCE			
1980.88352	33	0.0000			

Notice in Table 4.27 that Pattengill, the non-point school, registers approximately 70% of all "defied authority" infractions.

Table 4.28--Chi-square Suspension - Incident Collapsed
Reason - Each School - Each Type - All Years

Reason	Gardner	Otto	Rich	Point	Pattengill	Total
Attendance	335	34	180	549	228	777
Violence	702	432	759	1,893	743	2,636
Opinion	494	793	1,197	2,484	1,331	3,815
Substance	34	23	35	92	28	120
Totals	1,565	1,282	2,171	5,018	2,330	7,348
CHI SQUARE	D.F.		SIGNIFICANCE			
480.90789	9		0.0000			

The figures in Table 4.27 show a relatively high frequency at Pattengill for the category "opinion," which includes the incidences of "defied authority" registered in Table 4.26.

Hypothesis IV

There are no differences in the ethnic or gender of student suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

The data were analyzed using the Chi-square statistics comparing the incidents of suspension per ethnic group between point system schools and the non-point system school over the three years. The Chi-square statistics at 4 degrees of freedom had a value of 168.20348 with significance beyond the .05 level. The data were also analyzed comparing

the incidents of suspension per gender group between point system schools and the non-point system school over the three year period. The Chi-square statistics at 1 degree of freedom had a value of 0.38085 with no difference at the .05 level.

The incidents of suspension for each school per ethnic group were compared. There was statistical significance found (see Table 4.29).

Table 4.29--Chi-square Suspension Incident - Each School By Ethnic - All Years

School	American Indian	Black	Asian	Latino	White	Total
Gardner	40	498	6	196	825	1,565
Pattengill	104	798	11	459	958	2,330
Otto	46	611	8	190	427	1,282
Rich	25	1,245	9	183	709	2,171
Total	215 2.9%	3,152 42.9%	34 .5%	1,028 14.0%	2,919 39.7%	7,348
CHI-SQUARE	D.F.		SIGNIFICANCE			
457.23966	12		0.0000			

Blacks were more frequently suspended than other ethnic group members with a similar pattern in all four schools.

The incidence of suspension for each school per gender group were compared. There was statistical significance found (see Table 4.30).

Table 4.30--Chi-square Suspension Incident - All Schools By
Gender - All Years

School	Male	Female	Total
Gardner	1,203	362	1,565
Pattengill	1,663	667	2,330
Otto	845	437	1,282
Rich	1,570	601	2,171
Total	5,281	2,067	7,348
CHI-SQUARE	D.F.	SIGNIFICANCE	
42.34853	3	0.0000	

Males were more frequently suspended than females, with a similar pattern in all four schools.

The number of students suspended per ethnic group compared to all schools and that number compared to point versus non-point schools were statistically analyzed. In both of these analyses there was significance (see Tables 4.31 and 4.32).

Table 4.31--Chi-square Suspension Student - All Schools By
Ethnic - All Years

School	American Indian	Black	Asian	Latino	White	Total
Gardner	22	265	4	98	469	858
Pattengill	44	355	8	194	443	1,044
Otto	30	361	4	111	282	788
Rich	13	567	7	77	318	982
Total	109 3.0%	1,548 42.2%	23 .6%	480 13.1%	1,512 41.2%	3,672
CHI-SQUARE		D.F.		SIGNIFICANCE		
228.60433		12		0.0000		

The pattern of higher frequencies of suspensions of blacks persisted in all four schools. Latinos had the highest frequency at Pattengill. See also the data for Latinos in Table 4.28 above.

Table 4.32--Chi-square Suspension Student Point versus
Non-Point School by Ethnic - All Years

Type School	American Indian	Black	Asian	Latino	White	Total
Non-Point System	44	355	8	194	443	1,044
Point System	65	1,193	15	286	1,069	2,628
Total	109	1,548	23	480	1,512	3,672
CHI-SQUARE	D.F.		SIGNIFICANCE			
65.53324	4		0.0000			

Blacks were frequently suspended in both non-point and point-system schools.

The number of student suspended per gender group compared to all schools when analyzed had statistical significance beyond the .05 level (see Table 4.33).

Table 4.33--Chi-square Suspension Student All Schools by
Gender - All Years

School	Male	Female	Total
Gardner	620	238	858
Pattengill	708	336	1,044
Otto	497	291	788
Rich	671	311	982
TOTAL	2,496	1,176	3,672
CHI-SQUARE	D.F.		SIGNIFICANCE
16.01424	3		0.0011

When the number of students suspended per gender group was arithmetically compared between point system versus non-point system schools, the percentages were similar (see Table 4.34).

Table 4.34--Student Percent of Suspension Point versus
Non-Point By Gender - All Years

Type School	Male	%	Female	%	Total
Non-Point System	708	67.8	336	32.2	1,044
Point System	1,788	68.0	840	32.0	2,628
Total	2,496	68.0	1,176	32.0	3,672

That males were more frequently suspended was true in each of the four schools and both point and non-point schools.

Hypothesis V

There are no differences in the time students spend on suspension resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

When data were analyzed using the Chi-square statistics comparing the incidences of time spent on suspension comparing point with non-point schools for the school years 1986 through 1989 significant differences were found.

Table 4.35--Chi Square Suspension Incidence - Point Versus
Non-Point By Time Spent on Suspension - All Years

School	1 Day	2 Days	3-5 Days	1-3 Weeks	3 or More Weeks	Total Suspensions
Point	1229	521	3158	84	26	5018
Non-Point	603	363	984	322	58	2330
TOTAL	1832	884	4142	406	84	7348
CHI-SQUARE			D.F.	SIGNIFICANCE		
636.82750			4	.0000		

Data were analyzed using the Chi-square statistics comparing the incidents of time spent on suspension between the point system with non-point system suspensions per each year. For the year 1986-87 the Chi-square statistics at four degrees of freedom had a value of 244.34535 with significance beyond the .05 level. For the year 1987-88 the Chi-square statistics at four degrees of freedom had a value of 378.36399 with significance beyond the .05 level. For the year 1988-89 the Chi-square statistics at four degrees of freedom had a value of 192.24237 with significance beyond the .05 level.

Comparing each school with the time spent on suspension per year resulted in statistical significance (see Tables 4.36, 4.37 and 4.38).

Student Interviews

Forty-five students were interviewed. These were students who had enrollment experience at two or more middle

Table 4.36--Chi-square Suspension Incident All Schools by Length - 1987

School	1 Day	2 Days	3-5 Days	1-3 Weeks	3 or More Weeks	Total Suspensions
Gardner	100	29	450	18	3	600
Pattengill	99	76	363	117	23	678
Otto	136	29	203	3	1	372
Rich	6	10	506	14	5	541
Total	341	144	1,522	152	32	2,191
CHI-SQUARE			D.F.	SIGNIFICANCE		
485.58697			12	0.0000		

Table 4.37--Chi-square Suspension Incident All Schools By Length of Suspension - 1988

School	1 Day	2 Days	3-5 Days	1-3 Weeks	3 or More Weeks	Total Suspensions
Gardner	17	45	334	8	4	408
Pattengill	212	145	282	100	11	750
Otto	119	35	252	5	3	414
Rich	17	11	411	2	1	442
Total	365	236	1,279	115	19	2,014
CHI-SQUARE			D.F.	SIGNIFICANCE		
524.21176			12	0.0000		

Table 4.38--Chi-square Suspension Incident All Schools By Length of Suspension - 1989

School	1 Day	2 Days	3-5 Days	1-3 Weeks	3 or More Weeks	Total Suspensions
Gardner	130	72	341	9	5	557
Pattengill	292	142	339	105	24	902
Otto	136	33	314	9	4	496
Rich	568	257	347	16		1,188
Total	1,126	504	1,341	139	33	3,143
CHI-SQUARE			D.F.	SIGNIFICANCE		
473.26520			12	0.0000		

schools within the Lansing School District during the school year 1988-89 and whose parents and themselves had agreed to be interviewed. At least ten students were interviewed from each school. The questions addressed in the research were designed to determine what student opinion might be about administration of discipline and their comparison of different schools or methods. The questionnaire used for student interviews is presented in Appendix B.

Of the students interviewed 28 were female and 17 were male. There were no students interviewed in ethnic category 1. Eighteen students interviewed were in ethnic category 2, one in ethnic category 3, five in ethnic category 4, and twenty-one in ethnic category 5. The students interviewed reported in 39 of the 45 responses that the reason for a change of school was a family move to the new school area. Sixteen students interviewed reported that they had been suspended while in their old school. Out of this same 16 students, 14 had received points and/or suspension in their new school. Out of the 29 students that reported no suspensions in their old school, 13 had no points or suspensions in the new school. Also out of this group of 29 students, 3 reported suspensions in their new school.

Twenty-one students interviewed reported no perceived difference in the Student Discipline Code between schools. Out of the 14 that reported a difference, the difference was attributed, in all cases except 4, to the point system or

dress codes. Twelve students interviewed reported that they expected a difference between schools in what would happen as a result of the same behavior. Twenty-eight students interviewed reported some difference at different schools in school discipline. Eight students of the 45 interviewed reported that they did not believe that the discipline system at their old school was working. Of these students two did not believe that the system at the new school worked. Overall four students interviewed did not believe that the discipline system at the new school was working.

Generally comparing the point systems between two schools of the 37 students expressing an opinion and 26 saw a difference. Students interviewed with experience in both point and non-point system schools expressed a general opinion that the system used did not matter. Only 2 of these eighteen students express that they thought there were differences in the two systems other than the point, non-point system or other minor differences. Only 3 of this group believed that something different would happen given the same behavior in the two different systems. Four interviewed students in this group of 18 who experienced both systems thought there was a real difference in the way the two systems worked.

Summary

Suspension data were gathered and compared between point system and non-point system schools. The five proposed hypothesis were statistically analyzed, and in each case the null hypothesis was shown to be non-significant at the .05 level. The student interview data was tabulated and results reported.

The implications of these results will be discussed in detail in Chapter V. Chapter V will also contain a brief overview of the study and findings. Interview results of involved middle school administrators, after their review of the presented data, are analyzed. Study conclusions and recommendations are made.

CHAPTER V

SUMMARY, DISCUSSION AND CONCLUSIONS, RECOMMENDATIONS

Summary

The basic purpose of this investigation was to examine the effect of types of administration of discipline. This study compared a predefined or objective system called a point system with a non-point system or subjective approach to discipline administration. Time and energy has been expended debating the relative merits of one system over another or defending the system in use. In this study the factors used to compare these systems of discipline were the total number of suspensions, the length of time on suspension, the reasons for suspension, the ethnic background and gender of students suspended, and the number of a student's repeat suspensions. It was hypothesized that the methods compared would show no significant difference. Students were interviewed to ascertain some of their thoughts about the methods of administration of discipline. It was hypothesized that their responses would also show that the type of system would not make any difference. After reviewing the statistical data results, the administrators using these systems were also interviewed. It was hypothesized that these administrators would have allegiance

to the system in use in their own schools but would modify these allegiances after reviewing the data.

Although a great deal has been written about student discipline, limited information was found about the administration of specific systems such as the point system and the non-point system reviewed in this study. It was believed that the point system could be a more objective system because all discipline reactions are predefined and, therefore, could be applied equally to all students. Further, the system was believed to have built-in actions' points, thereby having built-in objectivity. Overall, it was believed that a predefined system would produce fewer suspensions and the suspensions it did produce would be equal across gender and racial categories.

To interpret collected information concerning the effects of these two types of discipline systems, statistical analysis was used. The population comprised all Lansing School District, regular, middle school students enrolled during the three school years from September 1986 through June of 1989. Information was gathered about the suspensions which occurred during this period. Questions were devised for students as well as a different set of questions for administrators. These questions addressed various aspects of the opinions of these two groups toward the two systems. Arithmetic calculations were performed on the suspension data to compare what effects these two systems had on suspensions.

Statistics procedures were performed to test five proposed hypothesis. Students' interview responses were tabulated to view student opinions of the systems of discipline reviewed. Only students who had enrollment experience at more than one middle school during the prescribed time period were interviewed. Finally, administrators were interviewed, and their responses are also presented with the discussion in this chapter.

Of the 45 students interviewed, 28 were female and 17 were male. The ethnic group defined as American Indian had zero students interviewed, African-American accounted for 18, Asian accounted for 1, Latino accounted for 5, and Caucasian students accounted for 21 students interviewed. Thirty-nine of the 45 students interviewed responded that the reason for their school move was a family move to the new school attendance area. Sixteen of the 45 students responded that they were suspended in their old school. Fourteen of these 16 students were also suspended in the new school or had received points. Twenty-nine of the 45 students responded that they had no suspensions in their old school. Sixteen of these 29 had suspensions in their new school or had received points. Only 3 of these 29 students were suspended in their new school. Twenty-one of the 45 students responded that they perceived no differences in the Student Discipline Code between schools. Ten of the 14 who reported differences attributed them to the dress code and/or the point system.

Twelve of the 45 respondents expected to find a difference in what would happen as a result of the same behavior if committed in a different school. Twenty-eight of the 45 respondents saw some difference in school discipline between schools. Eight of the 45 respondents thought that the discipline at the old school was not working. Two of these 8 also thought that the discipline at the new school was not working. Four of the 45 respondents thought that the discipline at the new school was not working. Thirty-seven of the 45 respondents had experience in two or more point-system schools. Twenty-six of these 37 saw differences between the point system schools.

The students' responses from their experience or feelings seemed to agree with the statistical analysis of the collected data. Most of the students did not report involvement with the discipline system in a negative way. Their school move was due to the family's move to a new residence. For about half the students the school or point system or non-point system did not matter; they were all the same to them. When it came to discipline problems, the sameness was even stronger. Most students who had problems in one school or system had problems in another building. Even most students who felt there were some differences thought that these differences were due to the point systems themselves or to differences in the dress codes. Some students thought what might happen for the same behavior in

the two different systems or within different point systems would change. The system alone did not make discipline consistent. Over one-half the students interviewed thought the discipline systems to be different. Those students experiencing one or more different point-system schools believed these systems were different from each other. A conclusion can be easily reached that students involved in the systems felt that the type of system did not matter. Some students thought that discipline, not just a type of system, did not work. For those students whether a system was point or non-point had little meaning.

All 12 building administrators were interviewed, one principal and 2 assistant principals per building. Five were female and seven administrators were male. Three administrators reported their ethnic background as Latino, five reported as African-American, and four reported as Caucasian. Four administrators had worked in both point and non-point systems in their administrative career. The time of administrative service ranged from 3 to 22 years, with the median service being 10 years. The questions explored in these interviews are presented in Appendix D.

Of the seven persons responding to the question, "Is there a difference between administration of Student Discipline Code per your experience in different buildings?" six said "yes" but each added only in very minor ways. Of this seven, two thought the point system had support from

parents and students. Two others thought that the point system was a means for documentation, and three expressed the belief that the point system was more structured, requiring less judgment on the part of the administrator.

All reported "yes" to the question, "Does the statistical data match your perceptions of what is taking place on a day to day basis?" Of the 10 responding administrators, all responded "no change" to the question, "What kind of changes would you make as a result of the statistical data presented?"

Four administrator respondents had no recommendations for on-going evaluation of the data. Three respondents thought the information should be made more available to the public, especially special interest pressure groups. Five respondents felt the data could be usefully analyzed looking at who was being suspended and for what reasons, to identify if there are groups of students that are disproportionately suspended.

Every administrator interviewed expressed the need for uniform administration of discipline throughout each building, each system, and the entire district. More communication among administrators was one suggestion to reach the above goal. Other suggested ways given were workshops, in-services, use of effective school models, more measurement, and documentations.

The administrators who responded to the question of differences of discipline codes thought any differences were only minor. The system in use did not seem to matter to this group. About half the administrators thought the point system could offer better documentation or more structure. Everyone in this group agreed that the system, be it point or non-point, did not matter to administration of discipline. Knowing that which system being used did not matter; these administrators would not make changes to their system in use. Uniformity of administration was a unanimous concern. The knowledge of differences, not only within the point system but even within a building, was implied. The persons whose job it was to administrate these systems of discipline agreed the system did not matter.

FINDINGS

Hypothesis I

Null Hypothesis: there are no differences in the number of suspensions resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Statistical tests resulted in the rejection of the above null hypothesis. There was a difference in the number of suspensions between these two systems. The data were evaluated statistically in many different combinations. The number of students suspended per year in point system versus non-point system schools were compared. The number of suspensions per year in point system versus non-point system

schools was compared. In both of these comparisons significant differences were found. The number of students suspended in each school over the three year period was compared. The comparison was also done year-per-year, and significant differences were found. The incidents of suspension were compared with each school per each year. The non-point system school was compared with each point system school for the year 1986-87. Incidents of suspension at the non-point system school were compared for each of the three years with themselves. The number of students suspended at the non-point system school was compared over each of the three years with themselves. All of these comparisons showed significant differences. The number of incidents in each of the three point system schools were compared over the three years. Point system schools two and three were individually compared to themselves over the three years. Each of the three schools were compared for the years 1986-87 through 1987-88. Only in the comparison for the year 1987-88 was there no significant difference found. The number of students suspended in each of the three point system schools was individually compared over the three years. In each of these comparisons, significant differences were found. In every case except one statistical comparison, there were significant differences between the data compared.

While there was a difference in the number of suspensions in the point-system schools compared to the

non-point system school, there was also a difference in suspension rates within the point-system schools and within the same school in different years. These differences were for both the number of incidents of suspension and for the number of students suspended.

The students interviewed reported no perceived difference in the Student Discipline Code between schools. About half the students thought there were differences in school discipline at different schools. About 70% of the interviewed students who had experience in two or more point-system schools saw differences between point-system schools.

It appeared not to matter what system was used or what school or year were examined; the rates of suspension were generally different. There was a difference between the number of suspensions between these two systems. However, there was a difference within the point-system schools and a difference between years with both the point- and non-point system schools. The students interviewed confirmed this conclusion. They concluded that there were differences, but the results of discipline from building to building would be different. After reviewing these findings, the administrators unanimously agreed the system did not matter.

Hypothesis II

Null Hypothesis: there are no differences in the number of repeat suspensions resulting from

Quantifiable Discipline Administration versus
Non-Quantifiable Discipline Administration.

Statistical tests resulted in the rejection of this null hypothesis. There was a difference in the number of repeat suspensions between each of the schools in the two systems for each of the years. Comparing the repeat suspensions for each school and the two types of systems with the population figures resulted in percentages that would not be expected (see Table 5.1).

Table 5.1 presents data that at least one student was suspended 14 times during one school year. The frequency row shows the percentage of all the suspensions for that frequency of repeat suspensions by each building. An average percentage was calculated for all the point-system schools. When this average was compared to each point-system school also to the non-point system school, it appears clear that the percentage varied. When the frequency of suspension was presented in Chapter IV by each observed year, the variability was even more apparent.

There was a difference in the number of repeat suspensions between the two systems. There also were differences between schools within the point system, and there were differences between years in the same schools. It appeared that the system used did matter. In repeat suspensions, within point-system schools, there was as much variability as compared to non-point system schools.

Table 5.1--Student Percent of Repeat Suspensions Each School All Years

# OF TIMES SUSPENDED	PERCENT OF SCHOOL POPULATION			POINT	PATTENGILL
	GARDNER-27.2	OTTO-23.3	RICH-27.1	SCHOOLS-25.8 (77.6)	(Non-Point) 22.4
1	24.7	24.4	25.1	24.7	25.8
2	25.6	22.3	25.3	24.4	26.8
3	18.9	19.9	29.8	22.9	31.4
4	18.1	15.5	28.4	20.6	37.9
5	21.6	8.1	28.8	19.5	41.4
6	20.0	0.0	40.0	20.0	40.0
7	12.5	0.0	50.0	22.1	37.5
8	18.2	0.0	40.9	19.7	40.9
9	0.0	0.0	42.9	14.3	57.1
10	16.7	0.0	83.3	33.3	0.0
11	0.0	0.0	60.0	20.0	40.0
12	0.0	0.0	0.0	0.0	100.0
13	0.0	0.0	100.0	33.3	0.0
14	0.0	0.0	0.0	0.0	100.0
TOTALS	23.5	21.6	26.4	28.5 (71.5)	28.5

Hypothesis III

Null Hypothesis: there are no differences in the reasons for suspension resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Statistical tests resulted in rejection of this null hypothesis. There was a difference in the reasons for suspension between the systems. The 12 items identified as suspendable were collapsed into four categories (see Table 5.2). These categories also were different between the systems. Each school was analyzed both uncollapsed and collapsed (see Table 4.27 and 4.28). There were difference between reasons and schools.

Table 5.2 shows that suspensions for attendance problems at the three point schools varied each year within each school. Overall, this variability was not seen to increase or decrease for each school each year. The non-point school's suspensions for attendance problems varied each year. This collapsed category of attendance include truancy and tardiness. The collapsed category of violence appeared more consistent across years per point school. However, between point schools there were varying rates. The non-point school's rate varied across years, some years being higher and others being lower than individual point system schools. The collapsed category of opinion included defied authority, point system, misconduct, and other. The collapsed category of opinion, as the previous collapsed category of violence, varied between point-system schools and

Table 5.2--Incidents by School/Year by Collapsed Reason

SCHOOL	ATTENDANCE			VIOLENCE			OPINION			SUBSTANCE		
	'87	'88	'89	'87	'88	'89	'87	'88	'89	'87	'88	'89
GARDNER	138	38	159	224	216	262	228	137	129	14	17	3
OTTO	3	27	4	130	146	155	234	237	322	4	4	15
RICH	18	23	139	260	228	271	243	180	774	21	10	4
POINT SCHOOLS	159	88	302	614	590	688	705	554	1225	39	31	22
(NON-POINT) PATTENGILL	30	65	133	325	183	235	319	494	518	4	8	16
TOTAL	189	153	435	939	773	923	1024	1048	1743	43	39	38

between years within the same school. Overall, however, the non-point system school had higher incidents of opinion than point-system schools. The collapsed category of substance showed the same pattern as the other collapsed categories. While there were differences between the types of systems used, the differences also existed within the point system schools and between years within all schools.

Hypothesis IV

Null hypothesis: there are no differences in the ethnic or gender of students suspended resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Statistical tests resulted in conflicting results. The null hypothesis can be separated into the two variables, ethnic background and gender. The variable ethnic background, for incidence of suspension, resulted in differences being found between the two systems. The variable gender, for incidence of suspension, resulted in no difference between the two systems. The number of incidents of suspension for each school by ethnic group when compared was different (see Table 5.3). The number of incidents of suspension for each school per gender group were compared and also found to be different (see Table 5.4).

The number of students suspended per ethnic group compared between all schools and compared between the two systems were different (see Table 5.5). The number of

Table 5.4--Incident by School by Gender by Year

School	1986-1987			1987-1988			1988-1989			TOTAL		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Gardner	142	458	600	82	326	408	138	419	557	362	1203	1565
Otto	126	246	372	161	253	414	150	346	496	437	845	1282
Rich	137	404	541	126	316	442	338	850	1188	601	1570	2171
Point	1108	405	1513	369	895	1264	626	1615	2241	1400	3618	5018
Pattengill	162	516	678	214	536	750	291	611	902	667	1663	2330
Total	567	1624	2191	583	1431	2014	917	2226	3143	2067	5281	7348

Table 5.5--Student by School by Ethnic by Year

*	GARDNER				OTTO				RICH			T	POINT			PATTENGILL			T		
	87	'88	'89	T	'87	'88	'89	T	'87	'88	'89		T	'87	'88	'89	T				
1	6	8	7	21	8	8	12	28	3	2	8	13	17	18	27	62	9	18	16	43	105
2	98	71	80	249	117	110	113	340	143	156	248	547	358	346	610	1314	103	104	132	339	1653
3	0	1	3	4	1	0	3	4	4	2	1	7	5	3	7	15	1	2	4	7	22
4	29	29	37	95	32	34	40	106	25	15	35	75	86	78	112	276	48	59	81	188	464
5	186	122	148	456	87	82	101	270	115	70	128	313	388	274	377	1039	136	140	156	432	1471
T	319	231	275	825	245	234	269	748	290	245	420	955	854	710	964	2528	297	323	389	1009	3537

* Ethnic Codes--(1) American Indian or Native American, (2) Black or African American, (3) Asian, (4) Latino or Hispanic, and (5) White or Caucasian

Note: Because of ethnic code changes or errors, this report is 96% accurate.

students suspended per gender group compared to all schools was different (see Table 5.6). However, when the number of students suspended per gender was compared between the two systems there were no statistical differences found.

The ethnic designations were divided into five categories: (1) American, (2) African American, (3) Asian, (4) Hispanic, and (5) Caucasian. The ethnic groups of Native American and Asian had suspensions consistent with their percentages of populations (see Figure 3.2). This consistently was true for both point-system schools and the non-point school. The ethnic group of African American had suspensions at a higher rate than their percentage of population. This was also true for both point-system schools and the non-point school. The ethnic group of Hispanic, while having a higher percentage of population at the non-point school than the average of the point-system schools, had a much higher rate of suspension at the non-point system school than its rate of population. Rates of suspension per ethnic group varied between years within schools.

The categorizing of ethnic groups between the two systems resulted in a difference of rates of suspension between these two systems. There also were differences within the point-system schools between ethnic groups suspended.

Table 5.6---Student by School by Gender by Year

School	1986-1987			1987-1988			1988-1989			TOTAL		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Gardner	101	251	352	59	172	231	78	197	275	238	620	858
Otto	99	186	285	96	138	234	96	173	269	291	497	788
Rich	85	232	317	76	169	245	150	270	420	311	671	982
Point	285	669	954	231	479	710	324	640	964	940	1788	2628
Pattengill	101	231	332	104	219	323	131	258	389	336	708	1044
Total	386	900	1286	335	698	1033	455	898	1353	1176	2496	3672

The gender of students suspended seemed to be close to consistent no matter which system was used. The population percentage of gender was divided almost by 50% for all schools, all years. However, males were suspended at much higher rates than females.

Hypothesis V

Null hypothesis: there are no differences in the time students spend on suspension resulting from Quantifiable Discipline Administration versus Non-Quantifiable Discipline Administration.

Statistical tests resulted in rejecting the above null hypothesis. There is a difference in the time spent on suspension between these two systems. The data were evaluated for each of the three years for the two systems. The data were evaluated for each school for each of the three years. In each comparison there was a difference found in the time spent on suspension (see Table 5.7).

For all schools for all years with the exception of Rich in 1989, the highest percentage of number of suspensions with the time spent was for a duration of three to five days. At Pattengill, the non-point school, an average of 16% of the suspensions for the three years were for more than a week duration; one year this rate was higher than 20%. The overall average for this same duration of time spent on suspension was just over 2%. The duration of time on suspension within point-system schools varied greatly. For years 1986-1988 Rich had an average 2.5% of suspension for

Table 5.7--Incident by School by Year by Length of Time Suspended

SCHOOL	CODE FOR DAYS	86-87 %	87-88 %	88-89 %	Total	%
GARDNER	1	100 16.7	17 4.2	130 23.3	247	15.8
	2	29 4.8	45 11.0	72 12.9	146	9.3
	3	450 75.0	334 81.9	341 61.2	1125	71.9
	4	18 3.0	8 2.0	9 1.6	35	2.2
	5	3 .5	4 1.0	5 1.0	12	.8
	Total	600	408	557	1565	
OTTO	1	136 36.6	119 28.7	136 27.4	391	30.5
	2	29 7.8	35 8.5	33 6.7	97	7.6
	3	203 54.6	252 60.9	314 63.3	769	60.0
	4	3 .8	5 1.2	9 1.8	17	1.3
	5	1 .3	3 .7	4 .8	8	.6
	Total	372	414	496	1282	
RICH	1	6 1.1	17 3.8	568 47.8	591	27.2
	2	10 1.8	11 2.5	257 21.6	278	12.8
	3	506 93.5	411 93.0	347 29.2	1264	58.2
	4	14 2.6	2 .5	16 1.3	32	1.5
	5	5 1.0	1 .2	0 0.0	6	.3
	Total	541	442	1188	2171	

Table 5.7 (cont'd.)

POINT SCHOOLS	1	242	16.0	153	12.1	834	37.2	1229	24.5
	2	68	4.5	91	7.2	362	16.2	521	10.4
	3	1159	76.6	997	78.9	1002	44.7	3158	62.9
	4	35	2.3	15	1.2	34	1.5	84	1.7
	5	9	.6	8	.6	9	.4	26	.5
	Total	1513		1264		2241		5018	
PATTENGILL (Non-Point School)	1	99	14.6	212	28.3	292	32.4	603	25.9
	2	76	11.2	145	19.3	142	15.7	363	15.6
	3	363	53.5	282	37.6	339	37.6	984	42.2
	4	117	17.3	100	13.3	105	11.6	322	13.8
	5	23	3.4	11	1.5	24	2.7	58	2.5
	Total	678		750		902		2330	
TOTALS		2191		2014		3143		7348	

Code for Days = (1)=1; (2)=2; (3)=3 to 5 days; (4)=1 to 3 weeks; (5) over 3 weeks. (Categories defined by the Lansing School District)

one day while for all three years Otto had an average 30.5% of suspensions for one day. Between years for all durations of time spent on suspension the rates per duration period per school varied from a low of one-half a percentage point to as much as 46 percentage points. From these data it would appear that the system used did not matter in the duration of time spent on suspension.

Discussion and Conclusions

The hypothesis of this study was that there were no differences in suspensions between the point system and the non-point system schools. The variables were the number of incidents of suspension, the number of students suspended, the number of repeat suspensions a student experienced, the reason for suspension, the ethnic background or gender of the student, and the time a student spent on suspension. These variables were viewed over a three-year period of time using four schools, three schools used a form of point system and one used no point system.

The data showed that generally there were differences between the two systems. Only in the variable gender were there no difference. If the review of the data ended here, a logical conclusion could be drawn that each system was different and, therefore, that one system could be shown to be better than the other. Looking further at the data revealed that the differences not only exist between the two

systems but also in other comparisons. When the three point-system schools were compared to each other differences existed. Differences existed in some cases when the same school was looked at comparing different years. The results of the data should be considered random. No prediction was found to determine what would happen to a student based on the system that student was in or even if in a school where the point system was used.

From the beginning of the observed time period until June, 1989, each middle school maintained an in-building suspension room. The school year 1988-89 these programs were dropped due to Board of Education budget cuts. Suspension rates for this last year were much higher. The number of days a student spent on suspension may have been affected this year by the removal of the in-building suspension room. Reasons for suspension also were effected by this removal. The categories of attendance and opinion under collapsed reasons for suspensions saw greater numbers of suspensions.

At the non-point system school, Hispanic students were suspended at a greater rate than their proportion in the population. There was no obvious reason for this disproportion. African American were suspended at a higher rate than their proportion of the population throughout all schools. There may be a general belief that African American youth cause more problems. Males experienced more suspensions than females in all schools. Males may be

believed to cause more problems than females. African American males are likely to experience greater rates of suspension in all schools.

The non-point system school had a much higher rate of suspension for the category "defied authority" than any other school. However, the non-point school did not have use of the category of "point system." When the reasons were collapsed where the collapsed category of "opinion" included defied authority, point system, misconduct and other, then the non-point system school's suspension rate was not consistently greater than the point-system schools' rate. The use of an administrator's opinion may be less where there are some predefined formal categories in which to place a behavior. The collapsed category of violence is very consistent in all buildings. However, there is no obvious reason for the high rate reported at Pattengill in 1986-1987.

The point-system schools generally have predefined three-day suspension periods. This is reflected by the high percentage of three-to-five day suspensions at the point-system schools. The non-point system school's administrators can easily determine the number of days for suspension. In the school year 1986-87, the non-point system school had a high rate of three to five days. Also that year the non-point school appointed a new principal. This administrator had previous administrative experience only in

point system schools. The three-day suspension custom would seem to have followed this administrator.

Interviewed students indicated that generally those students suspended in one school were suspended or received points in another school. This further verifies that the system has little influence in student suspensions. Students not suspended in their old schools were generally not suspended in their new systems. Close to half the students interviewed perceived no differences in the Student Discipline Code between schools. At the same time, about one-third of the interviewed students expected to find a difference in what would be the result of the same behavior at different schools. Over half thought there were some differences in different school discipline. Of the students interviewed with experience in two or more point-system schools, 70% thought there were differences in these systems. These student reports would indicate a difference from one school to another rather than between the systems of suspension.

The administrators interviewed, even after reviewing the data, thought there was no difference as a result of the system in use. Their responses supported the data that shows suspension is not effected by the method of discipline administration.

Administrators believed the point system provided better documentation and a basis for judgment. However,

those administrators using non-point system also used their own methods of documentation and established their own basis for judgment. An example is "Five appearances in the office would result (generally) in suspension." Students in the point-system schools as well as students in the non-point system schools were aware of the criteria. The administrators and students interviewed overwhelmingly believed that the teacher had more to do with suspensions than the method or system used. No administrator would commit to changing their methods or systems as a result of review of these data. However, one building had already modified their point system as a result of an ongoing study and review of their system. The need for better communication between buildings and consistency within buildings was expressed. Generally, administrators looked to needed items such as more parent, teacher, and student input; better community involvement; more resources both in terms of monies; and community agencies.

Recommendations

This study concluded that the method or system of point or non-point does not matter. The judgment of the administration in both systems can influence the rate and reasons for suspensions. Emphasis can be better placed not on the system but on the judgment of the administration. Administrators interviewed recommended more communication and

training to produce more consistency across all schools. Further investigation could be made to determine reasons why different administrators react in different ways to similar student behaviors.

This study revealed different levels for suspensions for specific ethnic and gender groups. Administrators should review these data and determine if they are expressing bias not related to student behaviors. Further investigation could be made to determine the basis for such biases and their effect on suspension. Because the point systems differed between schools and years further investigation could be made to determine why such a defined system experienced such variability.

This study did not include input from groups such as parents, teachers, or other community groups affected by school discipline. This study used suspension rates, reasons, and duration as the criteria to determine if a method did or did not work. Further investigation could look at other criteria for success of a method of behavior change. Other interested groups could be studied to determine how school behavior affected them or methods that could be used to make discipline more effective. If the goal of discipline is behavior change, the basic question, "Does suspensions work?" may need to be investigated before the questions of method or system used is studied further.

Final Remarks

The researcher concludes this study with certain personal hunches and feelings regarding the study's outcomes:

1. It is both clear and not surprising that both boys and blacks were suspended more than girls or other ethnic groups. The researcher was not surprised by these outcomes. The study did not undertake to show why these results were obtained. It is the researcher's hunch that in our society at the end of the twentieth century, boys are perceived as being more rebellious than girls and therefore more likely to need such disciplinary action as suspension. Similarly blacks, who as an ethnic group, have been subject throughout the life of this society to racial discrimination, are still perceived as the group who is more likely to be violent and in need of disciplining. For instance, four white boys are seen as a group, but four blacks as a gang.
2. Though Table 4.1 above and the comparisons of systems when data are most highly aggregated show that the non-point system differed from the point-system in that the non-point tended to generate significantly more suspensions than the point-system, the researcher maintains skepticism that the outcome is in fact a function of the nature of the system used. His hunch that the relatively higher proportion of non-point system suspensions was more a function of the

personalities of the school administrators in those four schools during those four years. The administrators themselves in their interviews tended also to perceive that the differences between the two systems were not as significant as other variables might be.

APPENDICES

APPENDIX A

BACKGROUND INFORMATION ON THE LANSING SCHOOL DISTRICT

The following background information on the Lansing School District is quoted from the dissertation by Webb (1980, pp. 4-9).

"The Lansing School District is centered in the city of Lansing, Michigan, serving the city and portions of several surrounding townships. The schools of the district are organized as elementary (K-6), junior high (7-9), and senior high (10-12). The Lansing School District also operates an extensive Continuing Education program. Lansing Community College originated as a part of the Lansing School District but has severed that tie and now operates as a separate entity.

2 The Lansing School District reached its peak K-12 enrollment in 1971 with 33,080 students. Of this number, 18,702 were elementary. The elementary enrollment of the district had actually reached its peak in 1969 at 19,004 students and had started a steady decline by 1971.

The district began to keep statistics on students by race in 1967. In that year the total enrollment of the elementary schools was 18,664 of which 15,766 or 85 percent were white and 2,878 or 15 percent were non-white. By 1971 the elementary enrollment of 18,702 was composed of 14,516 or 78 percent white and 4,186 or 22 percent non-white.

In 1967 the Lansing Board of Education had redrawn the junior and senior high boundary lines so that each junior and senior high approximated the minority enrollment of the over-all district. At the elementary level, however, over 85 percent of the non-white students attended schools which contained a majority of non-white students. By 1971 despite the closing of two majority non-white enrollment schools and the assignment of their students to majority white enrollment schools the situation had not greatly changed. In addition there was a growing dissatisfaction among non-white parents that their children were bearing the brunt of efforts to desegregate the Lansing elementary schools through a pattern of one way busing.

In the fall of 1971 the Board of Education formed a citizens committee to study the problem and to make recommendations to desegregate the Lansing elementary schools. The committee submitted its report in April 1972. The report included four alternate plans for desegregating the elementary schools all of which involved the busing of pupils away from their home school area.

The Board of Education held six public hearing on the committee report during the month of May

1972. Following the hearing the Board developed a modified elementary desegregation plan calling for less busing than any of the four citizen committee plans. The Board then held a public hearing on the modified plan.

The modified plan called for each elementary school to have an enrollment of no less than 10 percent nor no more than 45 percent non-white students. Schools which did not meet the criteria were to be left alone. Schools which did not meet the criteria were to be grouped or "clustered" in clusters of from two to five schools. Each of the cluster schools would retain its own neighborhood enrollment in grades kindergarten through second. In addition each cluster school would contain grades three and four or grades five and six. Students in these four grades would spend two of the years in their home school and the other two years in a different school within the cluster. Students in grades one and two were to have joint activities with other cluster schools to prepare them for the time they entered the desegregation plan. The plan specified that two clusters of four schools each would be initiated in the 1972-73 school year and a third cluster involving an additional five schools would be initiated in the 1973-74 school year. Following this would be a period of study to evaluate the cluster plan and to develop recommendations for its modification and/or expansion.

During the period of public hearings in May a group calling itself Citizens for Neighborhood Schools (CNS) was formed. The CNS declared that it opposed any attempt to bus students away from their neighborhood school and that any Board members who voted for such a plan would be recalled.

In June, 1972 the Board adopted the modified elementary desegregation plan by a five to four vote. The CNS filed recall petitions against the five Board members who voted for the plan. A recall election was scheduled to be a part of the regular November 7, 1972 election. Efforts by CNS to have the Board enjoined by court order to prevent implementation of the elementary desegregation plan in September 1972 were not successful.

In September the Lansing schools opened and implemented the elementary cluster plan without incident.

In November the electorate recalled the five Board members who had voted for the cluster plan, leaving the Board without a majority of its members and unable to operate. Governor Milliken appointed five interim Board members to allow the district to

operate until a new Board election could be held. In January 1973 five candidates endorsed by CNS were elected to the Board of Education.

The new Board voted six to three in February to discontinue the cluster plan effective September 1973. The NAACP sought an injunction in federal district court to prevent the Board from discontinuing the cluster plan. Judge Noel Fox denied the NAACP request and asked both sides to reach an out of court settlement. In July 1973 Judge Fox held a hearing on the NAACP motion when the two sides failed to reach agreement.

In August 1973 Judge Fox issued a preliminary injunction against Board ordering reinstatement of the cluster desegregation plan. The Board appealed Judge Fox' ruling to the Court of Appeals but the appellate court denied the appeal and remanded the case back to Judge Fox for a trial on the merits.

The opening of school in September 1973 was delayed two weeks due to a teacher's strike but when school did open the three clusters were in place and the opening took place without incident.

During the 1974-75 school year the cluster program was evaluated. Student achievement levels in math and reading indicated no loss in academic achievement in these fields for white or non-white pupils and both groups actually showed some gains in the upper elementary grades. A public opinion survey commissioned by the Board of Education showed that while the community did not favor busing it had been accepted and parents, students, and teachers all had positive feelings about what was happening in schools.

In September 1975 Judge Fox conducted a pre-trial hearing on the Lansing desegregation case and asked for a total desegregation plan by October 14, 1975. The Board of Education developed several plans all of which were unsatisfactory to the court.

In October 1975 Judge Fox ordered a trial on the merits of the case. In December 1975 Judge Fox ruled that the Lansing School District and its Board of Education had been guilty of acts of segregation in violation of the Constitution and laws of the United States and of the Constitution of the State of Michigan. He ordered the Board to submit to him by March 1, 1976, a comprehensive desegregation plan.

The Board was unable to agree on a plan so in May 1976 Judge Fox ordered the implementation of a desegregation plan submitted instead by the NAACP. The plan called for the addition of three new clusters containing a total of nine schools. The original three clusters were to continue by the

grade structure was adjusted. Under the new plan all kindergarten students would remain in their home schools. One school in each cluster would house all fifth and sixth grade students of the cluster. The remaining schools in the cluster would divide the students in grades one through four between them.

The court ordered plan was to be implemented in September 1976. Schools opened in September without incident. The Board appealed the order of Judge Fox to the Court of Appeals where their appeal was denied and on to the United States Supreme Court, which refused to hear the appeal.

The cluster plan ordered by Judge Fox is still operating in the Lansing School District but in September 1979 four elementary schools, including three cluster schools, were closed due to declining enrollment."

APPENDIX B

QUESTIONNAIRE SCHEDULE

STUDENT INTERVIEW SCHEDULE

Background Data

What school did you last attend before this transfer?

How long were you in that school?

Why did you transfer?

When did you transfer?

Grade:

Sex:

Ethnic Group:

Age:

Were you ever suspended at your old school?

Why?

How often?

Data and opinions about the old school

Did you review and understand the Code of Conduct at your old school?

Was that code set up using a point system?

Were you comfortable with the school rules?

Did you receive "points" or suspension?

Did you believe the system worked?

Did you like your old school?

Did you know the principal and assistant principals?

Comparison of Schools

Which school do you like better, the old or the new?

What are the good points and bad points in each school?

Is there a difference between the Codes of Conduct in the two schools?

Is there a difference between what will happen if you were to have had the same behavior in both schools?

If one school had a point system and the other did not or if they were both point systems, is there a difference in the way the system works?

Which discipline system do you like better?

Data and opinion about the new school

Did you review and understand the Code of Conduct in your new school?

Is the code set up using a point system?

Are you comfortable with the school rules?

Have you received "points" or suspension?

Do you believe this system works?

Do you like your new school?

Do you know the principal and assistant principals?

Opinions about the discipline system

What do you think could be changed to create a better discipline system?

Do you see any difference between discipline at different schools?

What is wrong with the discipline system?

APPENDICES C

STUDENT INTERVIEW LETTERS

March 1, 1989

Dear Parent/Guardian

During the 1988-89 school year, your son/daughter transferred from one Lansing School District Middle School to another. We would appreciate your cooperation in helping the Office of Student Services look at how the differences in Codes of Conduct between Lansing School District Middle Schools are perceived by and affect students.

To gather this information, we would like your permission to interview your son/daughter. The interview should take about ten (10) minutes and will be arranged sometime in March. With your permission, _____ will be interviewed at school during school hours. A permission slip for your signature and a stamped, self addressed return envelope is enclosed.

Your son/daughter's participation in this study is strictly voluntary. Your son/daughter may elect to terminate the interview at any point. Your son/daughter may also choose to not answer any questions. Results from these interviews will be used for planning in the Office of Student Services and reported as a part of a doctoral dissertation on administration of Codes of Conduct. The final results of this study will be made available to parents and students upon request from the Office of Student Services. All student's identities will be kept strictly confidential. No data will be reported that in any way could be used to identify the person who gave the information.

Thank you for your participation in this study. Should you have further questions or comments, please feel free to contact me at the Office of Student Services at 374-4071.

Sincerely,

Thomas McClellan
Assistant in Student Services

LANSING SCHOOL DISTRICT

Permission Form

I give permission for _____ to participate in the Office
(student's name)

of Student Services study of administration of Codes of Conduct. I understand that our cooperation in this study is voluntary and that participation may be discontinued at any time without any penalty by myself or by my son/daughter. It is also my understanding that any information which is provided will be kept confidential and will not be personally identifiable in the final report of this study.

Parent Signature

Date

Student Signature

Please return this form to the Office of Student Services. Enclosed is a stamped, self addressed envelope for your convenience.

APPENDICES D

ADMINISTRATORS LETTER AND QUESTIONNAIRE

ATTENTION
MIDDLE SCHOOL BUILDING ADMINISTRATORS

The Office of Student Services is conducting a study of the administration of the Code of Conduct. Your voluntary participation in this study would be appreciated.

Attached are the results of statistical analysis of suspension data. After your review of this data, I wish to conduct a 10 to 15 minute interview with you at your building to discuss the following questions:

1. How long did you work in each system?
2. Is there a difference between administration of Codes of Conduct per your experience in different buildings?
3. What are your views of these differences and perceptions of the administration of Codes of Conduct.
4. Does the statistical data match your perceptions of what is taking place on a day to day basis in the real world of students?
5. What are your comments on the study and the use of different types of discipline administration?
6. What kinds of changes would you make as a result of the statistical data presented?
7. What suggestions do you have for further or on-going evaluation of these data?
8. What suggestions do you have for improving areas of evaluation of the administration of the Code of Conduct?

The results from your participation in these interviews will be used for planning in the Office of Student Services and reported as a part of a doctoral dissertation on administering of Codes of Conduct. The interview data will be reported to help validate and clarify the statistical data. The individual interviews will not be personally identifiable. Your privacy and confidentiality will be strictly protected. Final results of the study will be available upon request through the Office of Student Services.

Your participation in this study is strictly voluntary. If you choose to participate you may also choose to withdraw at any point from this study without any penalty.

If will set a convenient date and time for you through your secretary for this interview. I will tape record your interview to facilitate later analysis. However, the recording will not be retained as part of this study. Should you have further questions or comments, please feel free to contact me at 374-4071.

Sincerely,

Thomas McClellan
Assistant in Student Services

I agree to participate in the interview process as outlined above.

Signature

Date

Attached is a brief synopsis of the results of a Study of Administration of Discipline conducted in partial fulfillments of the requirements for a degree.

Suspensions were reviewed in the Lansing School District at the middle school level for the years, September of 1986 to June of 1989. Comparisons were done between schools, individual schools were compared with themselves over school years and those schools using point systems were compared with the school not using a point system. The following hypotheses investigated:

1. There are differences in the number of suspensions resulting from schools using point systems versus schools not using point systems.
2. There are differences in the number of repeat suspensions resulting from schools using point systems versus schools not using point systems.
3. There are differences in the reasons for suspensions resulting from schools using point systems versus schools not using point systems.
4. There are differences in the race, but no differences in gender of student suspensions resulting from schools using point systems versus schools not using point systems.
5. There are differences in the time students spend on suspension resulting from schools using point systems versus schools no using point systems.

Chi Square statistical analysis, in general, showed that there were significant differences between most compared populations. The results indicated that it did not matter what method was used for Administration of Discipline. The results on all criteria's showed no consistent results between schools, individual school over school years and between schools using the point systems versus the schools not using the point system.

APPENDICES E

SUSPENSION CODING FORM

SUSPENSION CODESGENERAL AREA**ATTENDANCE**

- 10 - Truancy
- 15 - Tardiness

PHYSICAL/VERBAL CONFRONTATION

- 20 - Striking Teacher
- 30 - Fighting
- 33 - Assault
- 35 - Battery
- 37 - Verbal & Written Threats

SUBSTANCES

- 40 - Smoking/Use of Tobacco
- 43 - Possession of Tobacco
- 45 - Drug or Alcohol Use
- 47 - Drugs/Alcohol Possession - Sale - Distribution

CITY, STATE, FEDERAL

- 50 - Possession of Weapons, use of
- 52 - Possession of Fireworks, etc.
- 55 - Possession of Illegal Devices, use of
- 60 - Extortion
- 65 - Theft
- 70 - Trespassing
- 73 - Violation of City & State, etc.
- 75 - Vandalism/Malicious Destruction
- 77 - Arson

MISCONDUCT

- 80 - Misconduct - Disorderly
- 82 - Persistent Misconduct
- 83 - Defied Authority - Insubordinate
- 85 - Lewd/Obscene Behavior
- 87 - Sexual Misconduct
- 90 - Other

ETHNIC CODES

- 1 - American Indian or Alaskan Native or Native American
- 2 - Black (not of Latino or Hispanic origin)
- 3 - Asian or Pacific Islander
- 4 - Latino or Hispanic
- 5 - White (not of Latino or Hispanic origin)

APPENDIX F

DWIGHT RICH CODE OF CONDUCT

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1988 - 1989

DWIGHT RICH MIDDLE SCHOOL

SCHOOL RULES

School rules are made because it is important that students not do things that deny the rights of others. These rules are written down so that students, parents, and staff know exactly how students should act. It is also important to write down the rules so that students, parents, and staff know what will happen if students do break the rules.

The list of rules on the following pages are the most important ones in the school. But it is not a list of every possible action that violates the rights of others. Any act that disrupts the school or causes danger to people or property is against school rules. So, if you don't know whether something breaks school rules, ask your teacher, counselor, or an administrator before you perform the act.

There is one other thing everyone should know before you read the rules. State law gives the school the responsibility for student behavior not only at the school building, but at any school activity, on school busses, and on the way to and from school.

There are two kinds of rules at Dwight Rich Middle School. They are called:

Category I - District-Wide Rules --- These rules are the same in every Lansing Public School

Category II - Building Rules --- Two Strands:

- 1) Suspension Violations
- 2) Detention Violations

In the next few pages we will discuss what each rule means and what action will be taken when a student breaks that rule. Parents are encouraged to contact an administrator if there is a question.

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CATEGORY II - BUILDING RULES:

The rules listed below will be handled in the building in which they happen. In all cases where points are given for breaking building rules, students and parents will be notified by the teacher or assistant principal giving the points.

<u>SUSPENSION OFFENSES:</u>	<u>POINTS</u>	<u>ACTION TO BE TAKEN IN EACH CASE OF BUILDING INFRACTIONS:</u>
A. <u>Classroom Disruptions:</u> Any conduct in the classroom that is disruptive or dangerous.	1 - 3	Parent(s) will be contacted by teacher giving points.
B. <u>Disorderly Conduct:</u> Any conduct in or around the building, including the classroom, which is dangerous or disruptive. This is to include, but is not limited to, throwing snowballs, stones, or other objects, pushing, shoving, shouting.	1 - 5	Parent(s) will be contacted by assistant principal giving points.
C. <u>Insubordination:</u> The failure to obey, comply with, or carry out a reasonable directive from any school employee (administrators, teachers, secretaries, custodians, cafeteria workers, security staff, aides, or bus drivers.	1 - 5	Parent(s) will be contacted by the person giving points.
D. <u>Petty Theft:</u> Taking or attempting to take possession of the properties of others, including school supplies, without permission of the owner.	1 - 3	Parent(s) contacted.
E. <u>Truancy:</u> Unauthorized absence from school for any period of time.	2	Parent(s) contacted.
F. <u>Unauthorized Presence/ Loitering:</u> Being in or around any area of the building when the student has no legitimate reason to be there; the act of collecting and/or lingering in the school building or on school property without permission of a staff member.	2	Parent(s) contacted.

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<u>SUSPENSION OFFENSES:</u>	(continued)	<u>POINTS</u>	<u>ACTION TO BE TAKEN IN EACH CASE OF BUILDING INFRACTION:</u>
G. <u>Littering:</u>		2	Parent(s) contacted.
Deliberately throwing or scattering rubbish, trash, paper, waste, etc. on school property or on private property going to or from school.			
H. <u>Remaining On School Property:</u>		1 - 3	Parent(s) contacted.
Once a student has arrived on school property he/she must remain on the property at all times. It is also expected that when students leave home they will come directly to school with no loitering.			
I. <u>Possession of Games or Toys:</u>		0 - 2	Parent(s) contacted.
Possession of radios, tape players/recorders, puzzles, any electronic devices or toys, etc. at school. Any such items confiscated may be picked up by students or parents at the end of the semester.			
J. <u>Unauthorized Selling:</u>		1 - 3	Parent(s) contacted.
Items should not be brought into the school building by students to be sold or distributed to other students.			
K. <u>Forgery:</u>		1 - 3	Parent(s) contacted.
Using or writing the name of another person for the purpose of gain or falsifying times, dates, grades, addresses, or other information, including school forms.			

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DETENTION OFFENSES

Students who accumulate points for the following infractions may settle their discipline obligations by attending After-School Detention rather than being suspended from school.

<u>DETENTION OFFENSES:</u>	<u>POINTS</u>	<u>ACTION TO BE TAKEN FOR THE FOLLOWING INFRACTIONS</u>
A. <u>Tardiness:</u> Failure to be in the assigned work station, classroom, lunchroom, locker room, etc. at the proper time in accordance with the rules of that area.	1	Student hand carries notification of point received to parent(s).
B. <u>Running:</u> To move quickly through the halls at a pace faster than walking.	1	Student hand carries notification of point received to parent(s).
C. <u>Failure to Bring Supplies to Class:</u> Not bringing the proper supplies for a class.	1	Student hand carries notification of point received to parent(s).
D. <u>Overdue Library Materials:</u> Library materials that are excessively overdue.	2	Student hand carries notification of point received to parent(s).
E. <u>Cafeteria Infractions:</u> Violating anyone of the Cafeteria rules listed on page 51.	1	Student hand carries notification of point received to

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DETENTION TRACT SUMMARY - 5 POINTS EACH PHASEOne (1) Day Detention (5th Point) OR A Parent Conference.

Failure to arrange for one of the above alternatives will result in a school suspension until a parent conference is held.

One (1) Day Detention (10th Point)

Failure to attend detention will result in a school suspension for the number of detention days assigned.

Two (2) Day Detention (15th Point)

Failure to attend detention will result in a school suspension for the number of detention days assigned.

Two (2) Day Detention (20th Point)

Failure to attend detention will result in a school suspension for the number of detention days assigned.

Three (3) Day Detention (25th Point)

Failure to attend detention will result in a school suspension for the number of detention days assigned.

Three (3) Day Detention (30th Point) With A Required Parent Conference

Failure to attend detention will result in a school suspension for the number of detention days assigned. A Parent Conference is required.

Three (3) Day Detention (35th Point)

Failure to attend detention will result in a school suspension for the number of detention days assigned.

Three (3) Day Detention (40th Point)

Failure to attend detention will result in a school suspension for the number of detention days assigned.

Suspension for One (1) Day (45th Point)Suspension for Two (2) Days (50th Point)Suspension for Three (3) Days (55th Point) With A Required Parent ConferenceADMINISTRATIVE DISCRETIONREMOVAL OF DETENTION POINTS

Whenever a student goes twenty (20) consecutive school days without receiving any detention points, all the points at that level will be removed.

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DETENTION RULES

Detention will provide students an alternative for settling discipline infractions that would normally result in suspension. This permits a student to remain in school full-time with the advantage continuity provides. During detention there is an opportunity to complete work that should benefit a student's regular school program.

All rules in the Code of Conduct apply while a student is making up time.

In addition, the following rules must be obeyed.

1. Tardy students will have detention hours extended.
PLEASE BE PROMPT.
2. Students will not be allowed to leave the room without permission. They cannot go to their locker or use the telephone after detention.
3. Students must bring sufficient work to keep busy during their stay.
4. No radios, tape players/recorders, cards, magazines, or other recreational articles will be allowed.
5. No food or beverages will be allowed (including gum).
6. Students may not leave their seats or talk to other students.
7. Students should use bathroom facilities before going to detention.
8. If a student fails to report and make up the appropriate time, he/she will be suspended.
9. If a student fails to cooperate or violates any of the above rules, appropriate action will be taken which may include suspension.
10. Students will leave the building with the person in charge.

SUSPENSION TRACT OF THE DISCIPLINE CODEConference (5th point)

When a student accumulates five suspension points, a parent conference will be held. The conference is normally held at a mutually agreed time within twenty-four hours. There need not be any loss of school time in this category. (A student whose parent(s) fail to make a commitment to come in for the conference will be suspended until such time as the parent(s) cooperate.)

One Day Suspension (10th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. The student will be suspended from school for one (1) school day.

One Day Suspension (15th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. The student will be suspended from school for one (1) school day.

Two Day Suspension (20th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. The student will be suspended from school for two (2) school days. An educational conference is required before reinstatement can take place. This conference will involve the student, parent(s), counselor, teachers and an administrator.

Two Day Suspension (25th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. The student will be suspended from school for two (2) school days.

Three Day Suspension (30th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. The student will be suspended from school for three (3) school days. A parent conference is required before reinstatement can take place.

Three Day Suspension (35th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. The student will be suspended from school for three (3) days. A parent conference is required before reinstatement can take place.

Student Services Suspension (40th point)

If a student accumulates five additional suspension points, the parent(s) will be notified by an administrator. This suspension may be to the Director of Student Services, of the Lansing School District.

REMOVAL OF SUSPENSION POINTS

Whenever a student goes twenty (20) consecutive school days without receiving any points, all the points at that level will be removed.

DISCIPLINE STEPS

The following pages describe what steps will be taken by staff members when students break any of the school rules, whether in the classroom, in the halls or at a school activity.

Breaking District-Wide Rules

When issuing points for District-wide offenses, the teacher or staff member will:

1. Report it to the assistant principal immediately.

The assistant principal will then:

1. Find out what happened.
2. Take the action that is required by District-wide rules.

Breaking Building Rules in the Classroom

When issuing point for classroom offenses, the teacher will:

1. Write down what the student did wrong and make two copies.
2. Tell the student that she/he is getting points and how many.
3. Call the parent(s) to tell them about the points. (Mail out a copy to the parent(s) only if they could not be reached by phone.)
4. Send two copies of what happened to the appropriate counselor.
5. Retain one copy for the teacher's records.

Detention Rule Violations

When issuing points for detention offenses, the staff member will:

1. Complete the entire Detention Incident Report.
2. Have the student sign his/her name in the appropriate area.
3. Have the student hand carry the white point sheet home and refer the yellow copy to the appropriate assistant principal.

Breaking Building Rules Outside The Classroom

If a student breaks rules outside the classroom, the assistant principal will be told by the person who saw it. The assistant principal will:

1. Find out what happened.
2. Decide how many points to give.
3. Tell the student and the parent(s).
4. If a staff member related the problem to the assistant principal, the staff member will be told what action was taken.

Being Tardy Without An Excuse

If a student is tardy to class with no excuse, the teacher will assign the tardy point. The student will hand carry the white point sheet home, the teacher sends the yellow copy on to the appropriate assistant principal.

If a student is tardy to homeroom, he/she will have three days to bring an excuse. If he/she does not bring an excuse, the teacher will write it down and send the form to the office. Teachers should write down the day the student was tardy and not the day the form is sent to the office. The student will be assigned two suspension points from the Main Office.

APPEALS

An appeal means that you ask another person for help. Sometimes when students are given points, they don't think that they really broke the rules. Often students feel this way because they have not read the rules carefully. But, sometimes it is because a staff member has made an honest mistake about what happened.

If a student really believes that a mistake has been made in giving her or him points, they can follow this process to appeal the points.

- A) Read the rules to make sure you are not the one who made the mistake.
- B) Set up a time to talk with your counselor and review why the points were given to you.
- C) If you still think that a mistake has been made after talking to your counselor, you should ask for a meeting between you, your parent(s), the teacher, the counselor, and the assistant principal. You have to ask for this meeting within 72 hours after you find out you were given points.
- D) If you still think there is a mistake after the meeting, ask yourself, "Has there really been a mistake or did I break the rule?"

APPEAL PROCEDURES

The Appeal Procedures are standard throughout the school district. Refer to pages 30, 31 and 32.

STUDENTS IN THE BUILDING AFTER SCHOOL

Students are expected to be out of the building by 2:45 p.m. unless they are under the direct supervision of a teacher. If students are waiting for a ride, they should wait in front of the Main Office.

If a student is involved in an activity, he/she should take his/her books and coat to that part of the building and when finished with the activity, leave by the nearest exit. Disciplinary action will be taken against those students that fail to cooperate. This policy is necessary to prevent stealing of items and damage to the school.

POLICE REPORT

Pupil Personnel sends to the Lansing Police Department on a monthly basis, a list of students that have violated city law in the schools. Any quantity of illegal drugs in any form is being reported.

CAFETERIA AND NOON HOUR RULES

While using the cafeteria, students are asked to observe the following general rules of good behavior and courtesy. When passing to and from the cafeteria area, students are asked not to run in the halls.

1. Students must wait in line to enter the food service line and sit at a table until they have finished eating. When they have finished eating, or if they do not eat, students may leave the building through the West exit doors.
2. Please do not cut in line. Have your money or lunch tickets ready, the exact change, if possible, and wait your turn. Students may not purchase food for others. Remember to remove all money from your tray before leaving the cashier.
3. Excessive noise will not be tolerated.
4. Students are required to return their trays, dishes, milk cartons, and any paper or food scraps to the cleanup area. No food should be taken from the cafeteria.
5. After returning their trays, students should return to the same seats and remain until dismissed, or if they so desire, they may leave the building for the remainder of their respective lunch module. Students who leave the building must remain in the immediate vicinity of the building and go no further away than to the baseball diamond nearest the building and use the basketball and tennis courts. When gym classes are using the grounds, students are asked to refrain from interrupting their activities. The fact students may leave the building is not to be taken as permission to go to McDonald's, the school parking lot or elsewhere for lunch. Students that go out of the building should remain outside for the rest of their lunch period. They should not return to the cafeteria or any other area of the building until the end of their lunch module.
6. Whether in the cafeteria or out-of-doors, students are expected to observe all regulations in the DWIGHT RICH MIDDLE SCHOOL CODE OF CONDUCT.
7. Leave the table and floor clean, replace your chairs in the proper position, furniture should not be moved.
8. Pick up the paper and debris from the floor or from the out-of-doors area and deposit it in the waste container.
9. When the end of the lunch module is signaled, pass to your proper classroom. Students having a split lunch module and not returning to class after lunch will be reported as being truant.
10. Please remember that classes are in session. Be quiet in the halls when returning to classes. Permission for students to go out-of-doors to the assigned area is dependent upon the good behavior of those who avail themselves of the privilege. If it is abused, the program will be discontinued.
11. Points will be issued if rules are not followed.

APPENDIX G

OTTO CODE OF CONDUCT

August, 1988

LANSING SCHOOL DISTRICT CODE OF CONDUCT
OTTO MIDDLE SCHOOL SUPPLEMENT

It is the belief of the Lansing School District that discipline is an important part of what students should learn in school. This Code is not punitive, but is designed to protect your youngster's rights. There are two purposes for discipline.

1. To make school a pleasant, clean, orderly and safe place to learn.
2. To help students learn what behavior is expected of them at school and in the community.

Discipline is best when each student learns the rules and takes responsibility for following them without being told. This is called self-discipline. But, when students do not follow the rules on their own, it then becomes the responsibility of the school staff and the parents to help the student understand the rules and form acceptable behavior habits.

WHEN THINGS GO WRONG

Good discipline in school is the responsibility of students, parents, and staff. It is the goal of teachers, counselors, and administrators to stop problems before they get serious. When they can prevent problems, it will help to avoid the need for disciplinary action. But we need the help of parents and students.

If a student or parent feels that problems are beginning that might lead to trouble, we would like you to talk to a teacher, counselor or administrator. If the staff can deal with problems early enough, they can keep it from getting serious. Preventing problems is the best way to solve them.

One of the many important things you can learn in school is the rights you have as a member of the school and what it means to have rights. Just as you have rights, so does everyone else at school. That means you cannot act in a way that denies other people their rights. This is called responsibility. It is the responsibility of the school, the parents, and the student to make sure that students learn to act in a way that does not deny other people their rights. This will help to make the school a pleasant, clean, orderly and safe place to be.

It is impossible to list all student rights and responsibilities. The following is a list of the rights and responsibilities that are most important to a good education. This list does not include all the rights a student has at school.

RIGHTS

1. The most important right that students have is the right to a free public education.
2. Students have the right to learn.
3. Students have the right to be safe at school.

RESPONSIBILITY

1. Students have a responsibility to come to school regularly, to be on time and be ready to learn.
2. Students have the responsibility not to deny other students their right to learn.
3. Students have a responsibility not to act in a way which threatens, scares or injures others.

RIGHTS

4. Students have a right to a clean school building.
5. Students have a right to get help from counselors, teachers, and administrators.
6. Students have a right to work on committees that talk about student concerns and student rights.
7. Students have a right to be respected by other students and staff.
8. Every students has the right to due process. That means students have a right to a fair set of rules that are applied in a fair and even manner.
9. The student has the right to make up any classroom work after an excused or unexcused absence. The student has the right to receive homework at home during an extended absence by contacting their counselor.
10. Students have the right, in conjunction with their parents, to determine their own appearance providing they are in accord with the provisions of this Code.

RESPONSIBILITY

4. Students have a responsibility not to litter in the building.
5. Students have a responsibility to ask for help in a polite manner and at a time that doesn't deny other students a fair chance to get help from staff.
6. Students have a responsibility to volunteer for committees and to bring their ideas and problems to the right people.
7. Students have a responsibility to respect each other and staff.
8. Students have a responsibility to obey rules and use proper means for telling staff members about rules they believe to be unfair.
9. Students have the responsibility to obtain make-up work missed during an excused absence during the regular scheduled class period. Work missed due to unexcused absence must be obtained after school (2:30-3:00 p.m.). All work must be made up within one week from last day of absence. Exceptions made in the case of extended absence by individual circumstances.
10. Students have the responsibility in conjunction with their parents to dress themselves in a manner that does not disturb the educational opportunities of other students. Nothing may be worn that, in the judgment of the building administrators, detracts from the educational process by directing attention away from the learning activity and focusing it on the wearer. Shorts or athletic shorts or any other type of apparel which does not reach to the knee of the wearer may not be worn by middle school or senior high school students. Principals will have the right to interpret this rule in a reasonable manner and their decision shall be final. Halters, bare midriffs, or other revealing and inappropriate attire shall be unacceptable.

SCHOOL RULES

School rules are made because it is important that students do not do things that deny the rights of others. These rules are written down so that students, parents, staff know exactly how students should act. It is also important to write down the rules so that students, parents and staff know what will happen if students break the rules.

The lists of rules on the following pages are the most important ones in the school, but it is not a list of every possible action that violates the rights of others. A student can get in trouble for doing something even though there isn't a rule saying students should not do that. Any act that disrupts the school or causes danger to people or property is against school rules. So, if you do not know whether something breaks school rules, ask the principal.

There is one other thing everyone should know before you read the rules. State Law gives the school the responsibility for student behavior not only at the school building, but at any school activity, on school buses and on the way to and from school. So, remember if you break any rules at a school activity - such as an away basketball game, or get into a fight on the way home or swear on the bus, you're still in trouble.

There are two kinds of rules at Otto Middle School. They are:

District-Wide Rules These rules are the same in every Lansing Public School.

Building Rules Two strands: 1) Suspension Violations
2) Detention Violations

In the next few pages, we will discuss what each rule means and what action will be taken when a student breaks that rule. IT IS IMPORTANT THAT YOU REMEMBER THE DISCIPLINE CODE IS IN EFFECT WHILE YOU ARE GOING TO AND FROM SCHOOL, AS WELL AS WHEN YOU ARE ON THE PROPERTY.

BUILDING PROCEDURES FOR IMPLEMENTATION
OF THE DISTRICT WIDE DISCIPLINE CODE

All District-Wide Infractions will result in 8 points being assigned and the student being suspended. Other possible alternatives are described on page 4 of the Administrative Regulations.

Building Infractions will have the following point values:

<u>Building Infraction</u>	<u>Points</u>	<u>Action To Be Taken</u>
Abusive Language	1-8	Parent Contact
Disorderly Conduct	1-8	" "
Failure to Identify Oneself to Staff	1-4	" "
Forgery	1-4	" "
Insubordination	1-8	" "
Littering	1-4	" "
Petty Theft	1-4	" "
Possession of Games or Toys	1-4	" "
Tardiness	1	" "
Truancy - an hourly truancy will be assigned points	2	" "
Unauthorized Presence/Loitering	1-4	" "

SUSPENSION TRACT OF CODE OF CONDUCT

Level I Conference

When a student accumulates eight (8) suspension points, a parent conference will be held. The conference is normally held at a mutually agreed time within 24 hours. There need not be any loss of school time in this category. Students, whose parents fail to make a commitment to come in for the conference will be suspended until such time as the parents schedule the conference.

Level I Suspension

A suspension and a parent conference will always take place for any District-Wide Infractions. A parent conference is necessary before reinstatement can take place.

Level II Suspension

If a student accumulates six (6) additional points, a three (3) day suspension and an educational conference will take place. The educational conference will include the assistant principal, counselor, teachers and parent (the student may attend). The conference is designed to elicit staff input regarding ways to change the students' inappropriate behavior. A parent conference is necessary before reinstatement can take place.

In-School Suspension (I.S.S.)

An option for the three (3) day suspension at Phase II and Phase III would be for the parent to decide they would rather have the student in the In-School Suspension

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(I.S.S.) Cont.

Room for the three (3) days. If a student fails to follow the rules in I.S.S., they will be suspended or given additional I.S.S. time. The suspension will be for 3 days at home. Following I.S.S., the educational conference will be held.

The I.S.S. Option applies only to points accumulated under the Building Rules. It does not apply to violations of the District-Wide rules.

Level III Suspension

If a student accumulates four (4) additional suspension points, suspension to the Director of Student Services of the Lansing School District will result. If the student returns to Otto, he/she is at Phase II level of the Code of Conduct. Parent could select the option of the In-School Suspension at this level if infractions are building level violations. The time spent in I.S.S. at this level is five (5) days.

REMOVAL OF SUSPENSION POINTS

Whenever a student goes 20 consecutive school days without receiving any points, all the points at the level the student is on will be removed.

DETENTION TRACT OF CODE OF CONDUCT

Students who accumulate points for the following infractions may settle their discipline obligation by attending Saturday or After-School Detention rather than being suspended from school.

<u>Infraction</u>	<u>Points</u>	<u>Action To Be Taken</u>
Tardy	1	Parent Contact
Did not bring supplies	1-2	Parent Contact prior to assigning points or referral to counselor
Did not do assigned work	1-2	Parent Contact
Failure to dress for physical education	1	Parent Contact
Excessively overdue library materials	2	Parent Contact
Minor damage to school property	2	Parent Contact
Running	1	Parent Contact
Violation of classroom rules	1-2	Parent Contact

Parent will be given the choice of students making up time in Detention or being suspended. The Detention Option will operate as follows:

Level I Detention

When a student accumulates 8 detention points, the parents will be given the choice of the student spending three (3) hours in the Detention Center or Suspension from school until a parent conference is held. The three hours could be on Saturday or after school on days the Intramural program operates.

Level II Detention

If a student accumulates six (6) additional detention points, the parent will be given the choice of the student spending six hours in the Detention Center or suspension from school for three days and a parent conference. The ISS Room is an option at this point.

Level III Detention

If a student accumulates four (4) additional detention points, the parent will be given the choice of the student spending nine hours in the Detention Center or a three (3) day suspension from school and parent conference. After a student has reached a Level III Detention and resolved their obligation, all future points will be assigned the suspension strand.

REMOVAL OF DETENTION POINTS

Whenever a student goes 20 consecutive school days without receiving any detention points, all the points at the detention level the student is on will be removed.

APPEALS

Sometimes when students are given points, they do not think they really broke the rules. Often students feel this way because they have not read the rules carefully, but sometimes it is because a staff member has made an honest mistake about what happened.

If a student really believes that a mistake has been made in giving her/him points, they can follow these steps to appeal the points:

- Step 1 - If a student feels points issued for a given incident are unfair, he/she has the right to appeal within 48 hours after the incident. This is to be done directly to the staff person who issued the points. The staff person issuing the points has the right to grant the appeal, deny the appeal, or compromise by reducing the number of points (in the case of 2 or more). Notification to the appropriate assistant principal of any reduction in points shall be arranged by the person who issued the points.
- Step 2 - If you still think that a mistake has been made, talk to your counselor. Ask for a meeting between you, your parents, and the assistant principal if it is not solved with the counselor. You have to ask for this meeting within 72 hours after you find out you were given points.
- Step 3 - If you do not think you should have received points, you can ask for a meeting with all the people in Step 2 plus the principal. The principal will tell you his decision 48 hours after the meeting. At any time that one teacher is persistently giving points to one or more students, the administration shall look into the problem.
- Step 4 - Any time a student is suspended the parent has 48 hours in which to question that decision. The parent could contact the person making the suspension. If the problem cannot be resolved at this level, the parent should contact the principal to discuss the decision. If the problem is not resolved at the building, the parent may appeal to the Director of Student Services office.

DOCUMENTATION & PARENT CONTACTS

Any time a point is assigned or other disciplinary action taken, parents will be contacted by phone or mail. In most cases, parents will not be notified of warnings issued. There will be written records of all incidents except warnings.

REMAINING ON SCHOOL PROPERTY

Once a student has arrived on school property, he/she must remain on the property at all times. It is also expected that when students leave home they will come directly to school - with no loitering.

Parents will be notified of all suspensions, detentions or placement in the ISS room in writing. The length of disciplinary action will be clearly stated.

If an incident is not observed by an adult, there will be an investigation by an authorized adult before any disciplinary action is taken.

CAFETERIA & NOON HOUR RULES

1. Students must wait in the food service line and then be seated after being served. When finished eating, students can go into the hallway or outside in the designated area. When a student once leaves the cafeteria, they cannot return. Students in the cafeteria must be in line or seated. There is no room for students to stand or walk around.
2. Students are not permitted to cut into line or buy food for other students. Students should have their lunch money or their ticket on the tray.
3. Students are required to return their trays to the tray window and take care of the dishes and waste. No food should be taken from the cafeteria.
4. After returning their trays, students may go into the hallway. In the hallway they can stand and talk, but they cannot touch each other. There is to be no hitting, pushing, pulling chasing, etc. The play area is outside.
5. The designated area outside is bound by the cement curb, metal guard rail and the trash gondolas. Students must stay on the paved area within the above designated boundaries.
6. Students remaining in the cafeteria must be seated.
7. Whether in the cafeteria or out-of-doors, students are expected to observe all regulations in the C. W. Otto Code of Conduct.
8. When the lunch mod ends and students return to class, we expect them to do so quietly. Remember that students with a different lunch mod are in class.

Cafeteria infractions will be handled in the following fashion:

1. The first infraction will result in a warning.
2. A second infraction will result in a student eating in a detention area for 5 days.
3. A third infraction will result in a youngster staying home until a parent conference is held.

4. A fourth infraction will result in the student being assigned a seat in the cafeteria.

Cafeteria infractions are not removed at the end of 20 days.

PROCEDURES FOR LOCKER SEARCH

Student lockers are the property of the school district and are subject to search by the building principal or assistant principal where there is reasonable cause to believe that illegal or dangerous materials are located therein. Whenever practicable, the student to whom a locker is assigned, plus one adult witness, is to be present at any time his/her locker is searched. In cases of mass locker checks, such as those resulting from a bomb threat, it is understood that the student need not be present when his/her locker is checked. In no instance is a locker to be searched without at least one adult witness present.

DISTRICT-WIDE RULES

District-Wide means that these rules are the same in every school in Lansing. District-wide rules deal with serious acts that are not only against school rules, but are also against the law. The following rules are listed in the Lansing School District Code of Conduct as District-Wide Rules. The Code states that, "while recognizing that behavior problems are best handled by the school where the pupils are known, certain offenses are so serious in nature that they are considered to be district-wide infractions and must be reported and/or referred to the Student Services Office."

<u>INFRACTION</u>	<u>DEFINITION</u>	<u>DISCIPLINARY ACTION</u>
ARSON <u>Points:</u> 8	The deliberate burning, or attempt to burn any part of any building or any property belonging to, rented by or on loan to the school district or property (including automobiles) of persons employed by the school or in attendance at the school.	-Requires suspension from 1-3 days and possible report to Special Services. -Possible transfer to another school or alternative program. -Possible expulsion.
ASSAULT/THREATS <u>Points:</u> 8	An attempt to threaten to inflict harm upon another person or their property, under such circumstances as denote at the time an intent to do it, and ability to carry such intention into effect. No actual body contact is necessary.	-Requires suspension from 1-3 days and possible report to Special Services. -Possible transfer to another school or alternative program. -Possible expulsion.
BATTERY <u>Points:</u> 8	The unlawful intentional touching or application of force to another person, done in a rude, insolent or angry manner.	-Requires suspension from 1-3 days and possible report to Special Services. -Possible transfer to another school or alternative program. -Possible expulsion.
EXTORTION <u>Points:</u> 8	Obtaining money or property (something of value) from an unwilling person or forcing an individual to act by either physical force or intimidation.	-Requires suspension from 1-3 days and possible report to Special Services. -Possible transfer to another school or alternative program. -Possible expulsion.
FALSE ALARMS <u>Points:</u> 8	Activating the fire alarm system in any school building or on school property and/or reporting a fire or bomb when none exists	Same as above.
MAJOR THEFT <u>Points:</u> 8	Stealing of money over \$25, or property judged by the administrator to be worth more than \$25 is major theft. In addition, repeated minor thefts (under \$25) shall be considered major theft.	Same as above.

DISTRICT-WIDE RULES
(cont)

<u>INFRACTION</u>	<u>DEFINITION</u>	<u>DISCIPLINARY ACTION</u>
MALICIOUS DESTRUCTION Points: 8	The deliberate destruction of or detaching of property belonging to, rented by or on loan to the school system or property (including automobiles) of persons employed by the school or in attendance at the school.	-Requires suspension from 1-3 days and possible report to Special Services. -Possible transfer to another school or alternative program. -Possible expulsion.
MOLESTING Points: 8	The deliberate act of molesting an unwilling person by handling, grabbing, or touching inappropriate parts of the body of the other person.	Same as above.
OBSCENE AND/OR LEWD BEHAVIOR Points: 8	The act of using obscene, profane language in verbal or written form, possessing obscene pictures, or performing offensive gestures or acts.	Same as above.
PERSISTANT MISBEHAVIOR Points: 8	Frequent misconduct and/or consistently breaking the same rule.	Same as above.
SALE, POSSESSION AND/OR USE OF WEAPONS Points: 8	Carrying, using or storing weapons or other dangerous objects (e.g., explosives or firecrackers) in a school building or school grounds. Weapons are identified in two (2) categories: a) Articles commonly used or designated to inflict bodily harm or to intimidate other persons. Examples are: firearms, knuckles, knives, chains, clubs, nunchucks. b) Articles designed for other purposes that could be easily used to inflict bodily harm and/or intimidate. Examples include, but are not limited to: belts, combs, pencils, files, and compasses. Students acting in an aggressive or belligerent manner with any such article will be judged to be in possession of a weapon.	Same as above.

DISTRICT-WIDE RULES
(cont)

<u>INFRACTION</u>	<u>DEFINITION</u>	<u>DISCIPLINARY ACTION</u>
*SALE, USE, POSSESSION OR DISTRIBUTION OF LEGAL OR ILLEGAL DRUGS, MATERIALS, SUBSTANCES, OR ALCOHOLIC BEVERAGES	Selling, distributing, using possessing legal or illegal drugs, materials, substances, or alcoholic beverages.	-Suspension from 1-3 days -Referral to Police agency, Special Services and/or Student Services. -Possible transfer to another school or alternative program.
SCHOOL BUS INFRACTIONS	Definitions of school bus infractions and disciplinary actions including suspension are found in the appendix of these regulations.	
VIOLATIONS OF CITY, STATE OR FEDERAL ORDINANCES	Any violation of legal ordinances not previously listed, for example: possession of fireworks, gambling, etc.	-Suspension from 1-3 days. -Referral to Police agency, Special Services and/or Student Services. -Possible transfer to another school or alternative program.

*Excludes medication taken in accordance with Administrative Regulation 5141.3.2.

In case of conflict between the Building Code and the District-Wide Code, the District-Wide Code shall take precedence.

CATEGORY II

BUILDING RULES: The rules listed below will be handled in the building in which they happen. In all cases where points are given for breaking building rules, students and parents will be told by the teacher or assistant principal giving the points.

SUSPENSION OFFENSES

A. **Fighting:** The act of physical contact in or on school property or going to or from school, including any school activity (dances, parties, athletic events, etc). There are two types of fighting:

- a) **Type I:** Pushing and shoving in anger which is likely to lead to a fight. 3
- b) **Type II:** Severe Type fighting where blows are struck or exchanged, or severe and dangerous pushing, wrestling, ending up on the floor or ground, etc. 8

B. **Classroom Disruptions:**

Any conduct in the classroom that is disruptive and/or dangerous. 1-4

C. **Disorderly Conduct:**

Any conduct in or around the building that is disruptive or dangerous to students themselves, other students or staff members. This includes the use of snowballs, cutting into cafeteria lines, participating in demonstrations without permission, or any other behavior that denies the rights of others.

C-1. **Gambling:**

Betting, pitching or matching coins, or playing any game in which money or valuables may be won or lost. 1

ACTION TO BE TAKEN IN EACH CASE OF BUILDING INFRACTIONS

Parent contact. All students involved will be sent home while the fight is being investigated. One or more of the students involved may be suspended after the investigation is completed. The assistant principal will assign points. Suspension will be for three (3) days.

Parents will be contacted by teacher giving points.

Parents will be contacted by assistant principal giving points.

Parent contact.

<u>SUSPENSION OFFENSES</u>	<u>POINTS</u>	<u>ACTION TO BE TAKEN IN EACH CASE OF BUILDING VIOLATIONS</u>
D. <u>Insubordination:</u> The failure to obey, follow, or carry out a reasonable request by school staff (administrators, teachers, secretaries, custodians, cafeteria help and bus drivers, etc) of the Lansing School District in the building or school grounds.	1-8	Parents will be contacted by person giving points.
E. <u>Smoking:</u> 1. Possession of a lighted cigarette or exhaling smoke in or on school property or a school bus, or coming from restroom stall. 2. Possession of tobacco products in or on school property or a school bus.	8	Eight (8) points to be given for each offense; parent contact. Suspension until parent contact first time. Second offense is a three (3) day suspension. Each offense after is a three (3) day suspension. Three (3) points to be given for each offense; parent contact. Possible Saturday Detention.
F. <u>Unauthorized Borrowing:</u> It is against the laws of Lansing to "borrow" or try to borrow money or anything of value on school property, or while a student is going to and from school, without permission of the building principal.	2	Parent contact. Second offense - referral to Police Department and suspension.
G. <u>Petty Theft:</u> The act of dishonestly taking possession of the property of others without the permission of that person and the principal.	1-4	Parent contact.
H. <u>Refusal to Identify Self:</u> The failure to give your full name to any employee of the Lansing School District in or on school property.	1-4	Parent contact.

<u>SUSPENSION OFFENSES</u>		<u>POINTS</u>	<u>ACTION TO BE TAKEN IN EACH CASE OF BUILDING INFRACTIONS</u>
I. <u>Truancy:</u> The act of not going to school for any period of time. A student must have parent permission to leave the building during school hours. The student must check out at the school clinic office before leaving the building.			
a) Hourly absence where the student remains in the school building or on school property but does not go to classes.	2	Parent contact	
b) Leaving the building without permission for the remainder of the school day.	2	Parent contact	
c) Leaving classroom without permission.	2	Parent contact.	
J. <u>Loitering:</u> The act of collecting or lingering in or around the building which tends to deny normal use of the facility or area to other students. Examples would be students collecting in a restroom or blocking a hall or sidewalk.			
K. <u>Walking In The Street:</u> In going to and from school, students must walk on the sidewalks whenever there are sidewalks. If there are no sidewalks, students should walk off the side of the road and facing the traffic.		1-8	Parent contact.
L. <u>Abusive or Obscene Language or Behavior:</u> The act of using obscene, profane or ethnically offensive language in verbal or written form, pictures, caricatures, or offensive gestures in or on school property, involving adults.		8	If a student is given a ticket by the police for walking in the street, he/she will be suspended from school.
M. <u>Unauthorized Student Protests or Demonstrations:</u> The act of protesting which might result in the disruption of the regular school program without authorization of the building principal; this includes demonstrations, boycotts, walk-outs sit-ins, etc.		1-8	Parent contact
		8	Removal from the building by suspension and the Lansing Police Department notified.

<u>SUSPENSION OFFENSES</u>		<u>POINTS</u>		<u>ACTION TO BE TAKEN IN EACH CASE OF BUILDING INFRACTIONS:</u>
N. <u>Intimidations to Peers:</u> Threatening to use force or violence against students on the premises of, going to or from Otto Middle School or any school sponsored activity.		1-8		Parent contact.
O. <u>Vandalism:</u> The deliberate damaging of school and/or personal property:				
a) Minor:	Writing on walls, defacing or damaging books, supplies, equipment, etc., belonging to the school or other persons.	4		Restitution by parents for cost of replacement, repair, or restoration to usable condition.
b) Major:	Extensively damaging a bathroom or other person(s) property.	8		Suspension at the discretion of the assistant principal; restitution for cost of replacement, repair or restoration to usable condition.
P. <u>Undesignated Area:</u> Being in an undesignated area without permission.		2		Parent contact.
Q. <u>Littering:</u> The act of littering on school property or private property to and from school.		1-4		Parent contact.
R. <u>Remaining on School Property:</u> Once a student has arrived on school property he/she must remain on the property at all times. It is also expected that when students leave home they will come directly to school - with no loitering.		1-4		Parent contact.
S. <u>Games & Toys:</u> No electronic games, radios, tape recorders, tape players, squirt guns, etc., are to be brought to school.		1-4		Parent contact. Items may be taken until parent contact.

<u>SUSPENSION OFFENSES</u>		<u>POINTS</u>	<u>ACTION TO BE TAKEN IN EACH CASE OF BUILDING INFRACTIONS</u>
T.	<u>Outer Garments</u> Outer garments of any kind are not to be worn in any Sciences, Home Economics, Industrial Arts, Art or any other laboratory class. This is a safety requirement so that sleeves from coats do not get caught in equipment, spill liquids or create other problems.	1-4	Parent contact.
U.	<u>Misuse of Permit</u> Obtain a permit and then use the permit to be in an area not authorized.	1-4	Parent contact.
V.	<u>Trespassing:</u> To be on the property of any school if you are not enrolled as a student is a violation of the City of Lansing Trespass Ordinance.	8	Suspension until Parent Conference.
W.	When a student is going to or from school and they cross US 27, they must not jaywalk. They must cross over the skywalk or use a nearby traffic light.	1-8	Parent contact.

BUILDING RULES: Students who accumulate points for the following infractions may settle their discipline obligations by attending Saturday Detention rather than being suspended from school.

DETENTION OFFENSES

	<u>POINTS</u>	<u>ACTION TO BE TAKEN</u>
A. <u>Tardiness:</u> The act of failing to be in the room at the sounding of the tardy bell.	1	Parent notification by phone call or Incident Report form to be carried home by student.
B. <u>Running:</u> To move quickly through the halls at a pace faster than a walk.	1	Same as above.
C. <u>Failure to Bring Supplies to Class:</u> Not bringing the proper supplies for a class, including pencils.	1-2	Parent contact prior to assigning points or referral to a counselor; then confirmation to parent by phone call or Incident Report form to be carried home by student.
D. <u>Did not do class work.</u> Willfully refusing to participate in class or do the required work.	1-2	Parent notification by phone call or Incident Report form to be carried home by student.
E. <u>Failure to dress for physical education</u> Not having the proper clothes to dress for gym class and refusing to wear a loaner uniform provided by the Physical Education Department.	1	Same as above.
F. <u>Overdue Library Materials:</u> Library materials that are excessively overdue.	2	Same as above.
G. <u>Minor Damage to School or Personal Property:</u> Minor damage such as writing on walls, books, personal property of others, damaging books and supplies, littering.	2	Same as above.
H. <u>Violation of classroom rules</u>	1	Same as above.

APPENDIX H

GARDNER CODE OF CONDUCT

GARDNER MIDDLE SCHOOL DISCIPLINE CODE

<u>INFRACTION</u>	<u>PENALTY</u>	<u>ACTION TO BE TAKEN</u>
A. Abusive Language:	3 Points	Parent contact is necessary if more than 3 points are assigned. (Preferably by telephone)
B. Disorderly and/or Disruptive Behavior:		
Level 1	3 Points	See complete descriptions and definitions inside.
Level 2	6 Points	
C. Dress Code	Put on appropriate attire.	
*D. Fighting		
Level 1	3 Points	
Level 2	Suspension	
Level 3	Suspension	
*E. Firecrackers, Smoke Bombs, Etc.	Suspension	
F. Forgery	3 Points	
G. Gambling	3 Points	
H. Insubordination	3 Points	
I. Littering	3 Points	
J. Petty Theft	Suspension	
K. Tardiness	See Tardy Procedure	
*L. Unauthorized Distribution of Printed Materials	3 Points	
M. Unauthorized Presence	3 Points	
N. Unauthorized Student Protest	Suspension	
*O. Vandalism:		
Minor	3 Points	
Major	6 Points	
*P. Possession of Tobacco	3 Points	
*Q. Use of Tobacco	Suspension until Conference	
R. Failure to Bring Materials to Class	1-3. Teacher Action: (a) Tell student, (b) Contact parent, (c) Grades & Citizenship lowered. 4. Counselor Action: (a) Referred to counselor by teacher, (b) Counselor/Student Conference. 5. Asst. Principal Action: (a) Parent contact, (b) Points assigned.	

***District-Wide Infractions**

****ALL PARENT CONTACT SHOULD BE MADE BY TELEPHONE. IF AFTER SEVERAL**
ATTEMPTS BY PHONE FAILS, THE INCIDENT REPORT SHOULD BE MAILED AND
THE COUNSELOR NOTIFIED THAT PHONE CONTACT WAS NOT MADE.**

Introduction to Building and District-Wide Rules

Discipline, combined with due process, shall be administered in a consistent, fair, and reasonable manner throughout the Lansing School District to insure that students conduct themselves in a socially acceptable manner while in school, on school property, on school buses, or traveling to and from school. Its primary purpose is to help students adjust to standards and structures they may encounter in community life, as well as in school.

Parents are responsible for the conduct of their students.

Students unable or unwilling to conform to provisions of this Code shall be subject to suspension or expulsion and shall have the right to appeal any disciplinary action taken against them by school authorities.

The following pages of this supplement contain the rules which have been set up to make sure that every student of Gardner Middle School is able to enjoy the rights and responsibilities guaranteed by the Board of Education of the Lansing School District and to provide a school setting in which all students have equal opportunity to receive quality education necessary to prepare them for future life in democratic American society.

The rules of this Code of Conduct are in force when Gardner students are in school or on school property, to and from school, when riding school buses and when at athletic games, dances, parties, field trips or any other activity put on by the school. In addition to setting forth the penalties for breaking of rules, explanation of how to earn cancellation of penalties from the record, rules covering search of students and student's lockers and the method students and their parents may use to make an appeal of any penalty if they think the students' rights have been denied or that the students have not been treated fairly are listed.

The Lansing School District Code of Student Conduct includes rules and regulations for safe school bus conduct.

BUILDING CODE

Building type rules are the less serious kind and when broken will be handled either within the school building where they take place or by the administrators of the home school.

<u>Infraction</u>	<u>Penalty</u>	<u>Action to be Taken</u>
A. Abusive Language:	3 Points	Points assigned and parent contact made by person assigning points.
Using abusive, profane, indecent or offensive language in or on school property.		
B. Disorderly and/or Disruptive Behavior:		Points assigned and parent contact made by person assigning points.
Misbehavior in school, at school activities which is dangerous or disruptive.		Misbehavior at after-school events may mean the student will no longer be able to attend after-school activities.
Level 1: Frequent loud talking in class; not staying in assigned seat, etc.	3 Points	
Level 2: Refusing to identify oneself, disrespectful remarks, signs or gestures to staff.	6 Points	
Throwing projectile in the building or on school property.	3 Points or suspended until parent conference.	
C. Dress Code		Put on appropriate attire - See district wide dress code.
D. Fighting		
Level 1: Pushing or shoving which may become a fight.	3 Points	Points assigned and parent contact made by person assigning points.
Level 2: Hitting, trading blows, wrestling, etc.	Suspension	Fighters may be sent home while an investigation of the fight is being made. When the investigation is finished, one or more of the fighters will be suspended for three (3) days by an assistant principal who will inform the parent(s) of the suspension.

<u>Infraction</u>	<u>Penalty</u>	<u>Action to be Taken</u>
E. Firecrackers, Smoke Bombs, Etc. Lighting, carrying, buying, selling, trading.	Suspension	Suspension from school for three (3) days by an assistant principal who will inform the parent(s) of the suspension, or suspended to Student Services.
F. Forgery Using or writing the name of another person without that person's permission or changing times, dates, grades, addresses, or other information on forms, notes, etc. used in school.	3 Points	Points assigned and parent contact made by person assigning points.
G. Gambling Betting, pitching or matching coins, or playing any game in which money or valuables may be won or lost.	3 Points	Points assigned and parent contact made by person assigning points.
H. Insubordination Refusing to obey, or carry out reasonable requests by teachers, administrators, bus drivers, secretaries, janitors, cafeteria workers, etc.	3 Points	Points assigned and parent contact made by person assigning points.
I. Littering Deliberately throwing or scattering rubbish, trash, paper, waste, etc. on school property.	3 Points	Points assigned and parent contact made by person assigning points.
J. Petty Theft Stealing property of others.	Suspension	Suspension from school until parent conference. Parent(s) notified of the suspension by an assistant principal.

<u>Infraction</u>	<u>Penalty</u>	<u>Action to be Taken</u>
K. Tardiness		
Failure to be in a seat or at assigned area at the ringing of the tardy bell.		See Tardy Procedure
L. Unauthorized Distribution of Printed Materials.		
Distributing or posting printed materials not approved by the building principal.	3 Points	Points assigned and parent contact made by person assigning points.
M. Unauthorized Presence		
In Building: Being on school premises, outside assigned station, during class hours without a valid pass. Not being in the classroom within 5 minutes after the ringing of the tardy bell.	3 Points	a) Notify parents b) Suspend until parent conference if unauthorized presence continues.
On School Property: Leaving school property without permission after arriving at school.		Parent contact. Possible loss of bus privileges for bus riders.
N. Unauthorized Student Protest		
Protesting without the building principal's permission by individuals or groups which results in disruption of the regular school program.	Suspension	Removal from the building pending investigation, possible referral to the Lansing Police Department and/or suspension upon completion of the investigation by an assistant principal, who will inform parent(s) of students taking part in the trouble making.
O. Vandalism:		
Deliberately and maliciously damaging, destroying or defacing of school or personal property, such as writing on, or damaging walls, books, supplies, equipment, property, etc., which belongs to the school district or other persons at school.		Points will be assigned.

<u>Infraction</u>	<u>Penalty</u>	<u>Action to be Taken</u>
Vandalism: Con't.		
Minor:		
If property can be restored, such as: erasing pencil marks.		Clean-up, repair or putting the damaged property back in good condition by the student(s) who caused the damage.
Major:		
If property is damaged beyond restoring or repairing.		Payment by the student(s) or parent(s) for the cost of having the damaged property put back in good condition.
P. Possession of Tobacco		
Possession of tobacco in any form in or on school property, school buses, or at school sponsored activities.	3 Points	Points assigned for each infraction, in addition, the following action will be taken: Parent contact by Assistant Principal.
Q. Use of Tobacco		
	Suspension	Suspension until parent conference. Parent notified of suspension.
R. Failure to Bring Materials to Class		
	1-3.	Teacher Action: (a) Tell student, (b) Contact parent, (c) Citizenship lowered.
	4.	Counselor Action: (a) Referred to counselor by teacher, (b) Counselor/Student Conference.
	5.	Asst. Principal Action: (a) Parent contact, (b) Points assigned.

**ALL PARENT CONTACT SHOULD BE MADE BY TELEPHONE. IF AFTER SEVERAL ATTEMPTS BY PHONE FAIL, THE INCIDENT REPORT SHOULD BE MAILED AND COUNSELOR NOTIFIED THAT PARENT CONTACT WAS NOT MADE.

TARDY PROCEDURE

The following procedure will be used for tardies to class and unexcused tardies to school.

1. Teachers will use white tardy slips to record tardies.
2. White slips sent to office and recorded in folder.
3. After 5 tardies, parent will be notified by phone or letter (handled in offices).
4. Five (5) more tardies will require a parent conference before returning to school.
5. Five (5) additional tardies will result in a suspension by assistant principal. (1-3 days or after school detention.)

Twenty school day cancellation for tardies, same as discipline points.

LANSING SCHOOL DISTRICT

GARDNER MIDDLE SCHOOL
333 Dahlia Drive
Lansing, Michigan 48911

DAVID G. DIEDRICH
Principal

Dear Parents,

To maintain and assure safety in the locker room area, a procedure of Improper Locker-room Behavior has been initiated. This has been done because of the number of students using the locker room per hour. We will have about 150 students per hour using the locker room from as many as four different classes. Any student who disobeys the following rules will be assigned 3 points for Improper Locker-room Behavior.

1. No running in the Physical Education halls or locker room.
2. No pulling any student into a locker room of another sex.
3. No raising ones voice louder than a normal conversation level in the hallways or locker room area.
4. No snapping of towels.
5. No leaving of the locker room area before the passing bell.
6. No making of sounds like the passing bell to disrupt the locker room.
7. No swearing or improper language.
8. No horseplay of any kind.
9. No sitting on or pounding on the lockers.
10. No loitering in the hallway between locker room and gym.
11. No pounding or kicking of the locker room or gym doors.
12. No taking of physical education locks out of the locker room.
13. Students must be sitting down on the benches in the locker room after getting dressed.
14. No sharing of baskets or lockers.
15. No writing on benches, walls, or lockers.
16. No glass containers in locker room.

Physical Education Department
Gardner Middle School

CLASSROOM OR BUILDING SUSPENSIONS

Building Suspensions

Rules have been set up to make sure that every student of Gardner Middle School is able to enjoy the rights and responsibilities guaranteed by the Board of Education of the Lansing School District and to provide a school setting in which all students have equal opportunity to receive quality education necessary to prepare them for future life in democratic American society.

Students who repeatedly interfere with the learning of other students, disturb the classroom or disrupt teaching may be temporarily suspended from the classroom by the teacher in charge.

In addition to being suspended for breaking a rule which calls specifically for suspension, students who repeatedly break rules which call for assignment of points may be suspended from the building when they have collected point totals as follows:

- a. Ten (10) points: (Level I): Suspension from the building until conferences between the assistant principal who makes the suspension and students' parent(s) are held to discuss their behavior and the conditions for their return to school.
- b. Ten (10) points after returning from Level I suspension: (Level II): Suspension from the building for three (3) days. When students return, an educational conference may be held if desired by the students' classroom teachers; a copy of students' incident record will be available to counselors if needed.
- c. Six (6) points after returning from Level II suspension: (Level III): Suspension for another 3 days or may be suspended to the office of the Director of Student Services of the Lansing School District. If returned, students will be readmitted at beginning of Level II.

Each time students are suspended from a classroom or from the building, they will be given the opportunity to tell their side of the story (in writing for filing with the record if they wish). They will be told the reason for the suspension, the length of the suspension, and told of their right to appeal the suspension. The students' parents will be supplied the same information (before the student leaves the building during school hours) with written follow-up as soon as possible.

Building suspensions will not usually last more than three (3) days; however, suspensions from the building may be extended for three (3) more days if cooperation or other satisfactory conditions for return can not be worked out with the students or parents. If the conditions for returning to school are not worked out by the end of the three (3) day extension, the case will then be sent to the Director of Student Services.

CLASSROOM OR BUILDING SUSPENSIONS - CONT'D.

PENALTY (POINT) CANCELLATION

In addition to collecting points, it is possible for students to remove points from the record by good behavior. Upon expiration of 20 school days, points assigned for an infraction of rules set forth in this code will be cancelled.

SEARCH PROCEDURES

The following procedure will be used if there is good reason to believe students have illegal material in their possession. Illegal terms include such things as drugs, alcohol, weapons, fire crackers, dangerous or forbidden material or goods stolen from the school or from members of the staff or student body.

- a. Students will be called in or taken to the privacy of the principal's or an assistant principal's office and asked to submit to a search. The search will be made by a school administrator or by someone appointed by an administrator to make the search.
- b. If students will not consent to being search, the parent(s) will be contacted and asked to come to the building and co-operate in resolving the problems, or to remove the student until a solution can be worked out.
- c. If there is good reason to believe that students' lockers contain illegal materials, the lockers may be searched by the building principal, assistant principals, or by someone appointed by them to make the search.

If the findings of the search discloses illegal materials, the student will be dealt with under the rules of this Code of Conduct, or reported to the Lansing Police Department.

STUDENT APPEALS

If students or their parent(s) feel that the students' rights have been denied them, or that they have not been treated justly or in accordance with due process, the students or their parent(s) may appeal any action taken, punishment or penalty received under this code by writing a note or message to the administrator who imposed the penalty. A further appeal shall be made to the building principal. District appeal procedures are outlined in the "Lansing School District's Code of Conduct" given to parents along with Gardner's Code of Conduct.

ROOM SUSPENSIONS

When behavior is severe enough to remove a student from a classroom situation, the following will occur:

1. Parents will be notified, by phone if possible, (otherwise a letter for parents to sign will be sent home with the student). The sending teacher should also follow with a parent call.
2. Points should be issued in accordance with the conduct code.
3. If a student receives more than one room suspension within the same day, the student will be suspended until a parent conference is held with the assistant principal.
4. A room suspension will be for the day issued ONLY.
(Form sample-following page)
5. A note indicating action taken will be sent to the teacher.
(See sample form below)

CLASSROOM SUSPENSION REPORT	
Student _____	
Teacher _____	Hour _____
Action Taken	
____ Pupil verbally corrected	
____ Counselor referral	
____ Parent contacted ____ phone ____ letter	
____ Parent conference set:	

____ Student/Teacher conference	
____ Suspended for ____ days	
____ Teacher should issue points	

_____ Assistant Principal	

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CAFETERIA AND NOON HOUR RULES

While using the cafeteria, students are asked to observe the following general rules of good behavior and courtesy.

1. Students must wait in line to enter the cafeteria, and must sit at a table until finished eating. When they have finished eating, or if they do not eat, students may go directly to the open gymnasium for activities.
2. Please do not crowd in line. Have your money ready, the exact change if possible, and wait your turn.
3. Students are required to return their trays, dishes, milk cartons, and paper or food scraps to the clean-up area. LEAVE THE TABLE AND FLOOR CLEAN. Replace your chair in the proper position.
4. No food is to be taken from the lunchroom.
5. Whether in the lunchroom or in the gym area, take no part in rowdiness.
6. Students go directly to the gymnasium, using the side door only. If students go to the gym, they may not return to the lunchroom. No students will be allowed out of the gym. Students should not leave the lunchroom the last 10 minutes of the lunch mod.
7. When the end of the lunch module is signaled, move quickly and quietly to your proper classroom. All rules concerning tardiness will be observed.
8. Students who are not in line, in the cafeteria, or in the gym when the tardy bell rings will be assigned 3 points for unauthorized presence.
9. Students are not allowed to leave the building for lunch.

SCHOOL WIDE CLASSROOM RULES

These rules are to be school wide, and followed in each classroom. You may as a teacher feel it necessary to have additional rules for your particular classroom situation or expectations. Please list any additional rules below. Classroom rules must be consistent with Gardner Middle School Discipline Code.

TO THE STUDENT

1. You are to be in your seat and ready to work when the bell rings.
 - a) to be in your seat and quiet;
 - b) pencils are to be sharpened;
 - c) books, paper and pencil are to be out and ready for work.
2. You should have with you, when you arrive at each class, all of the materials you need for that class:
 - a) a pen or pencil;
 - b) a book;
 - c) paper or folder or notebook;
 - d) activity supplies such as gym shoes.
3. You should show respect for and be polite to all people:
 - a) listen while others are talking;
 - b) behave properly when a teacher or substitute is in the room;
 - c) no hitting or fooling around.
4. You should obtain permission to speak or leave your seat:
 - a) raising your hand;
 - b) not leaving the class until dismissed.
5. You should respect other's property:
 - a) keep the room neat and clean;
 - b) pick up litter and put it into the wastebasket;
 - c) do not write on desktops;
 - d) return borrowed property.

OTHER:

It is recommended in order to ensure that the students are aware of and understand the expectations we have of them, we teach these rules to them, have them practice them, and test and monitor them in respect to these rules.

APPENDIX I

PATTENGILL CODE OF CONDUCT

PATTENGILL MIDDLE SCHOOL - CODE OF STUDENT CONDUCT

The intent of disciplinary action is to correct student behavior and to maintain a productive learning environment. This individual building code of student conduct is in addition to School District Policy No. 5114.1. The school district philosophy of discipline, rights and responsibilities of students, regulations for bus conduct, suspension procedures, and discipline infractions are explained in 5114.1 and are considered the primary guidelines for the building procedures.

In addition to 5114.1, there are procedures which are used at Pattengill, consistent with the philosophy of the specific building, adopted for the purpose of providing a learning environment which will make the educational process as described in items included under Responsibilities and Rights of Students in 5114.1 a reality.

Guidelines are clearly explained for district-wide infractions. The building code deals directly with the infractions as enumerated in the section of 5114.1 labeled Building Infractions and as are contained in this document.

Student records will be kept by teachers and administrators for documentation at each step.

Classroom teachers will provide information regarding appropriate classroom behavior to the students and will work within school and District guidelines to enforce these rules. Methods of enforcement will include the use of verbal and written reprimands, citizenship grades, parent contacts/conferences, detention, referral to a building administrator, and classroom suspension during the class hour to the office. Building administrators may also impose building suspension, require restitution of property, or suspend to the Student Services Office.

Specific policies and regulations for the lunch period, school supplies, hall lockers, absences (including truancy), tardiness, school conduct, personal manners and behavior, and dress are distributed to students at the time of enrollment. This material is included in the document titled: Information About Pattengill, and is considered a part of this building code. Students are also provided with a copy of Policy and Regulation No. 5114.1 a copy of definitions of building infractions and disciplinary procedures at this time.

Once an infraction falling within the category of Building Infractions has come to the attention of the school administration, certain procedures will be followed. While these procedural steps are generally sequential in nature, it should be understood that not all steps need be taken in every case. The severity of the disciplinary action will be based upon the nature and frequency of the infraction and the impact upon the total learning environment including safety conditions.

1. Conference with involved party or parties to get the facts from all viewpoints. Conference may be joint with those involved.
2. When the matter is first referred to the administrator, and the alleged violation is of such a serious nature that the administrator determines that the situation would be handled more effectively by a law enforcement agency, then he/she shall report the matter to the Lansing Policy Department or to the Fire Department, as appropriate. When such a report is made, the parents of all pupils accused of the violation shall be notified as soon as possible.
3. If there is a claim that property was taken, an attempt to locate items will be made.
4. If property has been destroyed, a report of the damage will be made and parents will be notified of the amount due for repair or replacement.
5. Notify parents.
6. Request parents or guardian to contact the school at the earliest convenient time to discuss the situation in detail.
7. In cases where suspension is the most appropriate action, suspensions shall be made by the principal or the assistant principal in accordance with procedures set forth in 5114.1. Referral to the Student Services Office or suspension for tardiness will be until a parent conference is held. Suspension for other Building Code violations will be for a period of one to three days and a parent conference may be required prior to readmission. Before his/her readmission it will be necessary for the student to agree to make every effort not to repeat the offense and for the parent or guardian to express support of the student's agreement to correct behavior. When the situation remains unresolved, the suspension may be extended for up to three additional days. If still unresolved, it

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will be referred to the Student Services Office for disciplinary action.

In cases which are either repetitive or severe with regard to endangering the learning environment, students will be suspended to the Student Services Office for disciplinary action.

8. Any suspension may be appealed by the parent or guardian of the pupil involved. The parent or guardian will be notified of his/her right to such appeal and of the procedure to follow.

APPEAL PROCEDURES

Students, parents, guardians, or school district employees wishing to file an appeal on any matter related to the implementation of this Code shall within five days of the action state the nature of the appeal in writing, including references to specific sections of the Code which relate to the situation and file the statement with the administrator who imposed the penalty. After having received the request for appeal, the administration shall:

- Level 1 - Within five days, discuss the appeal with all parties present who will be affected by his/her disposition of the matter. he/she may give his/her disposition orally to the appealing party.
- Level 2 - If the appeal is not resolved to the satisfaction of the appealing party at Level 1, the appeal may be referred to the building principal.
- Level 3 - If the appeal is not resolved to the satisfaction of the appealing party at Level 2, the statement of appeal and the principal's written statement of disposition shall be forwarded to the Director of Student Services.
- Level 4 - If the appeal is not resolved satisfactorily at Level 3, the appealing party may appeal the decision through the District-wide procedures as outlined in 5114.1.

DISTRICT-WIDE INFRACTIONS ARE DEFINED IN THE LANSING SCHOOL DISTRICT'S CODE OF STUDENT CONDUCT POLICY NO. 5114-1.

DEFINITIONS OF BUILDING INFRACTIONS

Definitions of the infractions are as follows:

1. ABUSIVE OR OBSCENE LANGUAGE: Using verbally obscene, profane, or ethnically offensive language; possessing obscene materials; or performing offensive gestures or acts.
2. CAFE INFRACTIONS: Cutting into line, failure to clean up the eating area including trays and waste items, excessive noise and/or horseplay, and failure to obey staff directions in the lunch area.
3. DISORDERLY CONDUCT: Any conduct in or around the building, including the classroom, which is dangerous or disruptive.
4. FAILURE TO IDENTIFY SELF: The failure to give one's full name upon request to any employee of the Lansing School District in or on school property.
5. FORGERY: Using or writing the name of another person for purposes of gain or falsifying times, dates, grades, addresses, or other information.
6. INSUBORDINATION: The failure to obey, comply with, or carry out a reasonable request from any school personnel (administrators, teachers, secretaries, custodians, cafeteria, and/or security staff, aides, or bus drivers).
7. LITTERING: Deliberately throwing or scattering rubbish, trash, paper, waste, etc. on school property or on private property going to or from school.
8. MISUSE OF PERMIT: The act of improperly using school forms for purposes of gain or falsifying times, dates, grades, addresses, or other information on school forms.
9. OUTER GARMENTS (OUTDOOR APPAREL): Wearing or bringing outdoor apparel of any kind to the classroom.
10. PETTY THEFT: Taking or attempting to take possession of the properties of others including school supplies without permission of the owner.
11. POSSESSION OF GAMES AND TOYS: Possession of radios, cameras, tape players/recorders, puzzles, any electronic devices or toys, etc. at school. Any such items picked up will be returned at the end of the semester to students or to parents.

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12. REFUSAL TO STAY FOR DETENTION: Refusing to comply with a disciplinary action taken by a staff member by not appearing as assigned.
13. RUNNING: Moving quickly through the halls at a pace faster than a walk.
14. TARDINESS: Failing to be in the assigned work station, classroom seat, lunchroom, lockerroom, etc. at the proper time, in accordance with the rules of that area.
15. TRUANCY: Unauthorized absence from school for any period of time (see "Information about Pattengill" for additional attendance information).
16. UNAUTHORIZED PRESENCE/LOITERING: Being in or around any area of the building when the student has no legitimate reason to be there; the act of collecting and/or lingering in the school building or on school property without permission of a staff member.
17. OTHER VARIETIES OF MISCONDUCT: Other varieties of misconduct deemed offensive or illegal not specified as district-wide infraction i.e., chewing gum or eating candy; bringing gym bags to non-P.E. classes; writing, passing or reading notes.

AUTHORIZED DISCIPLINARY ACTION FOR THE BUILDING INFRACTIONS SHALL INCLUDE THE FOLLOWING:

<u>Infraction</u>	<u>Disciplinary Procedures</u>	
1. Abusive Language	Verbal/Written Reprimand Detention Classroom Suspension Building School Suspension	Parent Contact
2. Cafe Infractions	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact
3. Disorderly Conduct	Written/Verbal Reprimand Detention Class Suspension Building Suspension	Parent Contact/ Conference
4. Failure to ID Oneself to Staff	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact
5. Forgery	Written/Verbal Reprimand Detention Classroom Suspension	Parent Contact
6. Insubordination	Verbal/Written Reprimand Detention Classroom Suspension Building Suspension	Parent Contact
7. Littering	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact
8. Misuse of Permit	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact
9. Outer Garments (Outdoor Apparel)	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact
10. Petty Theft	Verbal/Written Reprimand Detention Classroom Suspension Restitution on Property	Parent Contact
11. Possession of Games & Toys	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact

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12. Refusal to Stay for Detention	Verbal/Written Reprimand Detention Classroom Suspension Building Suspension	Parent Contact
13. Running	Verbal/Written Reprimand Detention Classroom Suspension	Parent Contact
14. Tardiness to School/Class 5th tardy to any one class	Detention Building Suspension Student Services Suspension	Parent Contact by office at 3rd tardy to any class
15. Truancy School/ Classroom	Detention Building Suspension Student Services Suspension	Parent Contact
16. Unauthorized Presence/ Loitering	Verbal/Written Reprimand Detention	Parent Contact
17. Other varieties of Misconduct deemed offensive or illegal not specified as a district-wide infraction, i.e., gum chewing or eating candy, writing passing reading notes, bringing gym bags to non-P.E. classes.	Verbal/Written Reprimand Detention Classroom Suspension Building Suspension Restitution of Property Student Services Suspension	Parent Contact

APPENDIX J

DISTRICT CODE OF CONDUCT

**CODE OF STUDENT CONDUCT
FOR ELEMENTARY AND SECONDARY SCHOOLS**

Discipline, combined with due process, shall be administered in a consistent, fair, and reasonable manner throughout the Lansing School District to insure that students conduct themselves in a socially acceptable manner while in school, on school property, on school buses, or traveling to and from school. Its primary purpose is to help students adjust to standards and structures they may encounter in community life, as well as in school.

Parents are responsible for the conduct of their students. Students who have reached the age of 18 may elect to be responsible for their own conduct.

Students unable or unwilling to conform to provisions of this Code shall be subject to short or long-term suspension or expulsion. Any student in possession of a gun on school district property shall be subject to both expulsion and prosecution. Students shall have the right to appeal any disciplinary action taken against them by school authorities.

Students moving into the district who have been placed on long-term suspension or expelled by another school system for serious offenses, such as assault or possession of a dangerous weapon, will not be considered for enrollment in the Lansing School District for at least one full semester following the effective date of the disciplinary action taken by the other school system. The Board authorizes the Superintendent to refuse admittance to any resident student expelled by another school district. The Superintendent shall notify the Board about the disposition of any such case.

School district employees shall be responsible for enforcing the provisions of this Code and its accompanying Administrative Regulation. In doing so, they shall have the right to use that amount of physical force and/or restraint on the person of a student necessary to protect the persons and property for which they are responsible. Spanking of students and other forms of corporal punishment shall be prohibited. All school district employees shall also have the right to sign a police complaint for any violation of their personal or property rights which occurs while they are administering this Code.

The school district shall maintain ownership of all student lockers. The use of lockers to store illegal or dangerous materials shall be prohibited, and the school district reserves the right to search lockers whenever there is reasonable cause to believe such items may be located therein.

Copies of this Code shall be distributed to district employees, students, and parents at the beginning of each school year.

The Superintendent of Schools shall be responsible for developing appropriate regulations to implement this policy.

Footnote: Throughout this policy, the term "parents" shall be interpreted to include "legal guardians."

Adopted:	5-23-57	Revised:	9- 2-82
Amended:	2-13-69		7-17-86
	3-19-70		1- 7-88
Revised:	8-16-73		7-21-88
Amended:	10- 2-75		

Administrative Regulation No. 5114

CODE OF STUDENT CONDUCT
FOR ELEMENTARY AND SECONDARY SCHOOLSDISCIPLINE INFRACTIONS AND PROCEDURES

The home school shall be responsible for disciplining students who violate provisions of this Code while on school property, on the premises of another school, riding a school district bus, or traveling to and from school. Disciplinary infractions are separated into two categories: Building Infractions and District-wide Infractions.

Building Infractions

By October 1 of each year, individual schools shall develop procedures for handling disciplinary infractions following the involvement of building staff members and parents. Secondary students shall have a voice in the development of middle school and high school building codes. Principals shall be responsible for insuring that parents and secondary students have an opportunity to review and comment upon the building codes before they are finalized.

Building procedures must include:

1. A definition of each infraction, including lunchroom violations
2. A list of authorized disciplinary actions for infractions
3. Procedures for documentation
4. Appeal procedures at the building and district-wide levels

Building codes must be consistent with Board policies and the district-wide Code of Student Conduct. These codes shall be filed with the Student Services Office by November 1 of each year for review and modification, if needed. Copies of the building discipline code and procedures shall be furnished to students and parents.

Following are examples of the types of infractions which shall be included within this category:

- Abusive language
- Disorderly conduct
- Disrespect for safety patrols
- Failure to identify oneself to staff
- Forgery
- Insubordination
- Littering
- Petty theft
- Possession of games and toys (unless brought to school for a classroom presentation)

Footnote: Throughout this regulation, the term "parents" shall be interpreted to include "legal guardians."

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- Tardiness to school and to class
- Truancy from school and single class periods
- Unauthorized presence/loitering
- Other varieties of misconduct deemed offensive or illegal, not specified as a district-wide infraction

Definitions of these infractions appear in the appendix to this Code.

It is also expected that students shall obey classroom and school rules identified in this Code. In addition, students shall comply with library and lunchroom regulations and complete assigned detentions. Failure to do so shall be classified as insubordination.

The intent of disciplinary action is to correct student behavior and to maintain a productive learning environment. The severity of the disciplinary action shall depend upon the nature and frequency of infractions. Examples of authorized disciplinary action for building infractions shall include:

- Verbal or written reprimands by teachers
- Parent contact/conference
- Detention
- Classroom suspension
- Referral to in-school suspension room for secondary students
- Building alternative program, such as Saturday school
- Building suspension
- Restitution of property
- Suspension to Student Services Office

In cases of conflict between the building and district-wide codes, the district Code shall take precedence.

District-wide Infractions

Certain offenses are so serious in nature that they are considered to be district-wide infractions and must be reported and/or referred to the Student Services Office and, if deemed necessary, to the Special Services Department and/or the appropriate law enforcement agency.

Following are examples of the types of infractions included within this category:

- Arson
- Assault/threats
- Battery
- Extortion
- False alarms
- Fighting
- Major theft
- Malicious destruction
- Molesting
- Obscene and/or lewd behavior
- Persistent misbehavior
- Sale, possession, and/or use of weapons or incendiary devices
- Sale, use, possession, or distribution of legal or illegal drugs, materials, cigarettes, tobacco substances, or alcoholic beverages
- Violations of city, state, and federal ordinances

Definitions of these infractions appear in the appendix to this Code.

The authorized disciplinary action for district-wide infractions shall be a 1 to 3-day suspension. Depending upon the nature and severity of the offense, one or more of the following may also be imposed:

- Suspension to Student Services Office
- Transfer to another school or alternative program
- Long-term suspension (more than 10 days)
- Mandatory professional counseling
- Reduction of student's schedule
- Expulsion from the school district by the Board of Education

DISTRICT-WIDE DRESS CODE

Students have the responsibility, in conjunction with their parents, to dress themselves in a manner that does not disturb the educational opportunities of other students. Nothing may be worn that, in the judgment of the building administrator, detracts from the educational process by directing attention away from the learning activity and focusing it on the wearer.

The student and the student's apparel shall be neat and clean and conform to health and safety rules. Footwear must be worn. Shorts or athletic shorts, halters, bare midriffs, or other revealing and inappropriate attire shall be unacceptable, with the exception of students in grades K-5 for whom shorts are acceptable.

Non-prescription sunglasses, coats, jackets, hats, and other forms of outerwear shall not be worn in school due to health and safety considerations.

School district employees shall be expected to comply with the above dress provisions.

DISCIPLINARY INFRACTIONS ON SCHOOL BUSES

Students who commit disciplinary infractions while riding a school bus shall be handled in accordance with the procedures outlined in the appendix to this Code. Depending upon the nature and frequency of the infraction, students may have their riding privileges suspended for a given period of time.

PROCEDURES FOR LOCKER SEARCHES

Whenever practical, the student to whom a locker is assigned shall be present any time that locker is searched. In cases of mass locker checks, such as those resulting from bomb threats, it is understood the student need not be present when his/her individual locker is searched. In no instance is a locker to be searched without at least one other adult witness present.

STUDENT DISTRIBUTION OF PRINTED MATERIALS

Students wishing to distribute printed materials in a school may do so only in the building in which they are currently enrolled and shall be responsible for the content of such publications.

The building administrator or appropriate designee shall establish specific times and locations for the distribution of printed materials by students which shall permit access to all students without interfering with the building's normal traffic flow. When distributed, such materials shall be offered but not forced on others.

All materials distributed must bear the name of the sponsoring person or organization and indicate the author or printer.

The building administrator or appropriate designee may confiscate any materials which, in that person's judgment, present a clear danger or immediate incitement to violence or are blatantly obscene and lacking in any redeeming social value.

SUSPENSION PROCEDURES

A. Building Suspensions

Immediately following the suspension of a student, the responsible administrator or designee shall make reasonable efforts to notify the student's parents or other responsible adult. No suspended student is to be sent out of the building during school hours unless the parents or another responsible person have been contacted.

Parents - or students if age 18 - are to be notified in writing in all cases involving suspension. A copy of that notification shall also be sent to the Director of Student Services. This notification shall include:

- The specific reason for the suspension
- The length of the suspension and/or conditions for its termination
- Appeal procedures available to the student and parents

Upon being suspended, the student shall be informed of all the specific reasons for the suspension and shall be given the opportunity to verbally or in writing state his/her side of the incident which led to the suspension and to file a written statement with the building principal.

Building suspensions shall normally not exceed three (3) days. Suspensions may be extended for another three (3) days if the student or parents do not cooperate with the conditions established for the student's re-admission. Cases not resolved within the extension period shall be referred to the Director of Student Services for disposition.

The student shall have the right to make up all work missed during a suspension in accordance with building procedures. Immediately upon returning to the building from a suspension, the student shall be responsible for making arrangements with each teacher to complete classwork missed during the suspension.

3. Classroom Suspensions

A teacher shall exclude a student from the classroom temporarily when the grossness of the offense, the persistence of the misbehavior, or the disruptive effect of the violation makes the continued presence of the student in the classroom intolerable. In such cases, the teacher shall furnish the administration full particulars of the incident(s) as promptly as teaching obligations allow, but in no case later than the end of the teacher day unless extenuating circumstances dictate otherwise. Before the principal or assistant returns the student to the classroom, he/she shall inform the teacher, with a personal contact or in writing, of the corrective measures taken.

A student shall be permanently removed from the class when the teacher and principal concur that disruptions by said student may impede education for the balance of the class and the following courses of action have proved to be ineffective:

- a. Personal consultation with the student concerning his/her conduct
- b. Referral of the student to the building administrator
- c. Parental conferences or notification of the conduct

If a request to remove a student is denied, the teacher shall have the right to appeal to the building principal.

APPEAL PROCEDURES

Step 1: A student, if 18, or the parents of a student under 18 years of age first shall appeal a disciplinary action to the administrator who imposed the penalty.

Step 2: A further appeal shall be made to the building principal.

Step 3: Appeals beyond the building level shall be directed to the Student Services Office (Room 308, Administration Building).

Step 4: Any disciplinary action imposed by the Student Services Office may be appealed to the Central Review Board by the student's parents or the student if 18 years of age.

a. Filing of Appeal with Central Review Board

Forms to request a hearing before the Central Review Board shall be available in the Information Services Office (Room 111, Administration Building). Appeal forms shall be completed by the parents or students (if 18 years of age) and submitted to the Information Services Office.

Appeals must be filed no later than 10 days from the date the discipline has been assessed. The Central Review Board shall convene a hearing within five (5) school days after the request is filed with the Information Services Office.

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b. Central Review Board Hearing Procedures

The Student Services staff, in cooperation with building administrators, shall prepare a comprehensive review of the case for presentation to the Central Review Board, including information or statements taken from witnesses. In its report, the Student Services staff may also recommend disposition of the case for the Central Review Board's consideration.

Any student involved in an appeal to the Central Review Board has the right to be represented by counsel. In the event the student elects to have legal representation, the school district shall also engage the services of its attorney. If attorneys are present, the Chairperson (Director of Information Services) shall advise both parties that the hearing shall not be conducted in accordance with formal court procedures.

The student and parents shall have the opportunity to challenge the charges made and question the validity of written statements from witnesses during the hearing.

Students who are witnesses to incidents related to the case in question shall not be asked to appear before the Central Review Board, and their identity shall be protected from disclosure if they have given any testimony to investigating administrators.

No teacher participating in a hearing shall be forced to disclose any information which came to his/her knowledge through a confidential communication with a student. Refusal to disclose such confidential information shall not result in the disciplining of or discharge of the teacher.

c. Disposition of Cases

After each party has had an opportunity to present its side of the case, the Central Review Board shall meet privately to arrive at a recommendation to submit to the Superintendent of Schools.

The Chairperson shall compile a summary account of the hearing's proceedings and present the Central Review Board's recommendation to the Superintendent within 24 hours after the hearing is concluded. All such reports shall remain on file in the Information Services Office.

Once the hearing is concluded, the Student Services Office shall no longer be involved in any further discussion regarding that particular case.

Within two (2) days after receiving the Central Review Board's recommendation, the Superintendent shall reach a decision in the case. That decision shall then be communicated immediately to all parties involved -- the Central Review Board Chairperson, the Director of Student Services, the building principal(s) involved in the case, and the parents/student who sought the appeal.

Step 5: The Superintendent's decision may be appealed to the Board of Education by filing a written request with the Board Secretary within five (5) days after receipt of that decision.

Such appeals shall be filed by the following persons: the parents of the student, the student himself/herself if 18 years of age, the building principal, and/or the teacher(s) involved in the discipline case.

Upon receiving an appeal request, the Board of Education shall schedule a hearing as soon as possible. The appellant(s) shall be notified of the right to be represented by legal counsel at the hearing. If the appellant(s) chooses such representation, the Board shall engage the services of its attorney.

During the hearing, both parties shall have an opportunity to fully present their side of the case. After listening to both sides, the Board of Education shall meet privately to arrive at a decision. The decision of the Board shall be binding and communicated immediately to all parties involved.

COMPOSITION AND SELECTION OF CENTRAL REVIEW BOARD

The Central Review Board shall be composed of:

- Four (4) parents to be selected by the Information Services Office from lists submitted by building principals.
- Two (2) high school students to be selected by the Information Services Office from lists submitted by building principals.
- Two (2) teachers who shall be appointed by the Lansing Schools Education Association (LSEA) upon request of the Information Services Office.
- One (1) administrator who shall be appointed by the Lansing Association of School Administrators (LASA) upon request of the Information Services Office.

The Director of Information Services shall serve as Chairperson and Presiding Officer of the Central Review Board, but shall have no vote in the deliberations of that body.

At least three (3) members of the Central Review Board shall be minority and shall represent at least two (2) of the four (4) groups on the Review Board. No member shall be from the same school as the student involved in the hearing.

APPENDIX TO THE CODE OF STUDENT CONDUCT FOR ELEMENTARY AND SECONDARY SCHOOLS

This appendix to the Code of Student Conduct contains the following sections:

- Definitions of Building Infractions
- Definitions of District-wide Infractions
- Rules and Regulations for Safe School Bus Conduct
- Procedures for Issuing School Bus Conduct Warnings and Suspensions

DEFINITIONS OF BUILDING INFRACTIONS

Abusive Language -- using profane or offensive language.

Disorderly Conduct -- any conduct in or around the building, including the classroom, which is dangerous or disruptive. This is to include, but is not limited to, throwing snowballs, stones, or other objects; pushing; shoving; shouting; or running in the halls.

Disrespect for Safety Patrols -- not obeying safety patrol directions.

Failure to Identify Oneself to Staff -- the failure to give one's full name upon request to any employee of the Lansing School District in or on school property.

Forgery -- using or writing the name of another person for purposes of gain or falsifying times, dates, grades, addresses, or other information, including school forms.

Insubordination -- the failure to obey, comply with, or carry out a reasonable directive from any school employee (administrators, teachers, secretaries, custodians, cafeteria workers, security staff, aides, or bus drivers).

Littering -- deliberately throwing or scattering rubbish, trash, paper, waste, etc. on school property or on private property going to or from school.

Petty Theft -- taking or attempting to take possession of the properties of others, including school supplies, without permission of the owner.

Possession of Games or Toys -- possession of radios, tape players/recorders, puzzles, any electronic devices or toys, etc. at school. Any such items picked up will be returned to students or parents at the end of the semester.

Tardiness -- failure to be in the assigned work station, classroom, lunchroom, locker room, etc. at the proper time in accordance with the rules of that area.

Truancy -- unauthorized absence from school for any period of time.

Unauthorized Presence/Loitering -- being in or around any area of the building when the student has no legitimate reason to be there; the act of collecting and/or lingering in the school building or on school property without permission of a staff member.

DEFINITIONS OF DISTRICT-WIDE INFRACTIONS

Arson -- the deliberate burning or attempt to burn any part of any building or property belonging to, rented by, or on loan to the school district or property (including automobiles) of persons employed by the school or in attendance at the school.

Assault/Threats -- an attempt or implied promise to inflict harm upon another person or his/her property; no actual body contact is necessary.

Battery -- the unlawful, intentional touching or application of force to another person in a rude, insolent, or angry manner.

Extortion -- obtaining money or property (something of value) from an unwilling person by either physical force or intimidation.

False Alarms -- activating the fire alarm system in any school building or on school property and/or reporting a fire or bomb when none exists.

Fighting -- the act of engaging in physical contact in which blows are struck or exchanged with another person in school, on school property, going to or from school, or at any activity under school sponsorship.

Major Theft -- stealing of money over \$25.00 or property judged by the administrator to be worth more than \$25.00. In addition, repeated minor thefts under \$25.00 shall be considered major theft.

Malicious Destruction -- the deliberate destruction or defacing of property belonging to, rented by, or on loan to the school system or property (including automobiles) of persons employed by the school or in attendance at the school.

Molesting -- the deliberate act of molesting an unwilling person by handling, grabbing, or touching inappropriate parts of the other person's body.

Obscene and/or Lewd Behavior -- the act of using obscene, profane language in verbal or written form, possessing obscene pictures, or performing offensive gestures or acts.

Persistent Misbehavior -- frequent misconduct and/or consistently breaking the same rule.

Sale, Possession, and/or Use of Weapons or Incendiary Devices -- selling, carrying, using, handling, or storing weapons or other dangerous objects (e.g., explosives and firecrackers) in a school building or on school grounds. Weapons are identified in two (2) categories: (1) articles commonly used or designated to inflict bodily harm or to intimidate other persons. Examples are: firearms, knuckles, knives, chains, clubs, and martial arts weapons; (2) articles designed for other purposes that could be easily used to inflict bodily harm and/or intimidate. Examples include but are not limited to: belts, combs, pencils, files, and compasses. Students acting in an aggressive or belligerent manner with any such article shall be judged to be in possession of a weapon.

Sale, Use, Possession, or Distribution of Legal or Illegal Drugs, Materials, Substances or Alcoholic Beverages -- selling, using, possessing, or distributing legal or illegal drugs, materials, cigarettes, tobacco substances, and alcoholic beverages. (Excludes medication taken in accordance with Administrative Regulation 5141.2.)

Violations of City, State, or Federal Ordinances -- any violation of legal ordinances not previously listed. For example: possession of fireworks, gambling, trespassing, etc.

RULES AND REGULATIONS FOR SAFE SCHOOL BUS CONDUCT

While all provisions of the Code of Student Conduct apply to students who are school bus passengers, the following special rules must be observed because of the unique safety requirements presented by a moving school bus. Any student violating these rules or committing other acts of misconduct on the bus shall be subject to a written conduct warning and/or suspension notice issued by the bus driver. Suspended students must secure authorization from the building principal before their riding privileges can be reinstated.

1. The bus driver is responsible for the school bus and passenger safety. Students must cooperate with and obey the driver at all times.
2. Loading and unloading of the school bus shall be controlled by the driver, principal, and building staff.
3. The emergency exit shall be used only as the driver directs and is never to be touched at any other time.
4. Students shall be advised to arrive at their bus stop five (5) minutes before the scheduled pickup time and to wait in a safe area off the roadway. Students shall enter the bus in an orderly fashion and remain seated and quiet until it is time to leave the vehicle. Heads and arms shall be kept inside the bus windows; feet shall be kept out of the center aisle and on the floor at all times. Students shall be instructed to stop and look both ways before crossing in front of the school bus.
5. A driver may require students to take assigned seats whenever it is necessary and may establish a seating chart for that purpose.
6. Information on bus stops and time schedules, along with identification cards, shall be mailed to all eligible students prior to the opening of the school year. Secondary students must show their identification cards to the bus driver each time the student boards the bus during the first two months of school or at any other time the driver and/or principal deem necessary. Eligible students who fail to receive identification cards or misplace them must secure replacement cards from the school office.
7. No pets or other animals shall be taken on the bus without advance permission from the driver and principal. Any animal allowed on the bus shall be boxed or caged.
8. Visitors not authorized by the Transportation Services Office shall not be permitted on the bus during regular runs except with the written or verbal permission of the principal.
9. School bus routes, stops, and time schedules shall be established by the Transportation Services Office. Any proposed changes shall be discussed with the Director of Transportation Services or the route supervisor.

Bus drivers shall be responsible for distributing copies of these rules and the accompanying "Procedures for Issuing School Bus Conduct Warnings and Suspensions" to all student riders at the beginning of each school year and to new students who become eligible for transportation after the new year has begun.

PROCEDURES FOR ISSUING SCHOOL BUS CONDUCT WARNINGS AND SUSPENSIONS

It is essential for students to observe a standard of safe conduct while riding a school bus. The bus driver shall have the authority to issue a written conduct warning or suspension notice to any student who violates provisions of this Code or commits other acts of misconduct. Examples of such misconduct shall include, but not be limited to, the following:

- Unsafe conduct at the bus stop
- Throwing anything on, from, or at the bus
- Vandalism of the bus
- Smoking
- Lighting of matches
- Chewing, eating, or drinking on the bus
- Fighting
- Carrying, handling, or using weapons and incendiary devices
- Tampering with emergency equipment
- Refusal of secondary students to show identification cards when requested
- Excessive pushing, wrestling, or yelling
- Use of profanity or abusive language
- Obscene behavior
- Disobeying the bus driver
- Misuse of bus windows

Issuance of Conduct Warnings

1. Usually, the driver will issue a written conduct warning unless the student is a repeat offender or the offense is so severe as to cause continuing danger to the safety of the bus and its passengers.
2. Three copies of each conduct warning shall be made. One will go to the parents with the student, one to the school principal, and one to the Transportation Services Office. The form must be signed by the parent and returned to the driver by the student the next time he/she is to board the bus.
3. The copy signed by the parent shall be given to the principal by the driver as soon as possible or at the completion of the bus run the following morning.

Issuance of Suspension Notices

1. Three copies of each suspension notice shall be made and one each furnished to the parents via the student, the school principal, and the Transportation Services Office.
2. A student whose riding privileges are suspended shall not be able to board the bus for a school day following issuance of the notice. During that time, the principal and the driver shall agree on a final disposition of the problem. Drivers shall be available for parent conferences at the principal's request. Except in emergency situations, a student suspended in the morning shall not be transported home on the bus that afternoon. Any exception shall be discussed with the driver by the principal.

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3. Students shall be suspended from the bus only at the end of a bus run. In extreme cases where the safety of others on the bus is in immediate jeopardy, secondary students may be suspended enroute. Such enroute suspensions shall be radioed immediately to the Transportation Services Office by the driver. In the event a student is suspended from the bus at school, it shall be the principal's responsibility to contact the parents and arrange for the student to get home after classes are dismissed. At no time shall a student be sent home on foot without the knowledge and consent of the parent.
4. The following guidelines for length of suspensions may be used with students who exhibit serious misbehavior which endangers the safety and well-being of anyone on the vehicle. The first such suspension may result in a minimum suspension of three days from riding the school bus. In the event a suspended student forcibly enters a bus and refuses to leave at the driver's request, the suspension shall be doubled in duration. A second and third suspension of the same student may result in suspension periods of two weeks and/or the remainder of the school year. Deviations from these standards may result from an agreement between the principal and the driver.

The Director of Transportation Services shall be available for conferences at the request of the driver or principal.

Students who feel a driver is executing responsibilities in an unsafe or improper manner may file a written complaint with the building principal, a copy of which shall be sent to the Director of Transportation Services. The principal and Director of Transportation Services shall investigate the complaint and take whatever action is deemed necessary. Results of the investigation shall be communicated to the complainant either verbally or in writing as soon as is practical.

Approved: 8-30-73
Amended: 12-20-74 ("Regulation for Bus Conduct" Section)
10- 2-75 ("Procedures for Locker Search" Section)
7-30-82
7-17-86

Policy No. 5114.1

Responsibilities and Rights of Students and Parents

The Superintendent of Schools shall establish written responsibilities and rights for students and parents as participants in the educational process.

Adopted: 1- 8-87

Administrative Regulation No. 5114.1

Responsibilities and Rights of Students and Parents

Parents and legal guardians shall be responsible for the actions of their students while they are on school district premises, as well as when they are traveling to and from school or riding school district buses. Students who have reached the age of 18 may elect to be responsible for their own conduct.

Students and parents in the Lansing School District shall have the following responsibilities and rights as participants in the educational process.

Responsibilities

1. To allow other students the opportunity to participate in the educational process and to help promote a climate free of fear, harassment, intimidation, disruption, violence, and other forms of disorder.
2. To obey and respect all school rules relating to safety while going to and from school, riding school buses, and being on school property.
3. To engage in socially acceptable conduct which respects the personal and property rights of others.
4. To respect the rights of all school staff members and other students.
5. To respect the rights of staff members by scheduling appointments/consultations at a mutually acceptable time.

Rights

1. To participate in the educational process in a climate that is free of fear, harassment, intimidation, disruption, violence, and other forms of disorder.
2. To expect that school rules relating to safety while going to and from school, riding school buses, and being on school property shall be administered and enforced in a consistent, fair, and reasonable manner.
3. To protection of their physical safety and personal property.
4. To have their rights respected by all school staff members and other students.
5. To schedule appointments/consultations with staff members for appropriate purposes, such as to review their own student's cumulative records. (Students under 18 may participate in such a conference; those 18 and above may request a conference without their parents being present.)

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Responsibilities

6. To report to school staff any infringement upon their rights.
7. To seek a means of making up work missed as a result of a suspension or for any other reason and to complete such work at a time mutually agreed upon with the teacher(s) involved.
8. To carry out the duties of elective or appointive offices in student government and other organizations.
9. To pursue concerns and grievances through procedures established by the building principal.

Rights

6. To expect that school staff will investigate reports of any infringement upon their rights and respond in a timely manner.
7. To make up all work missed due to an absence resulting from a suspension or for any other reason as judged appropriate by the teacher(s) and/or building administrator.
8. To seek election or appointment to offices in student government and other organizations.
9. To present complaints, grievances, or petitions to the building principal and to receive an initial response within 3 school days after receipt of same by the administrator.

Approved: 1- 8-87

APPENDIX K

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REFERENCES

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