

1992

# Developing a Code of Conduct Policy for Hoopeston-East Lynn High School

Mark C. Conolly

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

---

## Recommended Citation

Conolly, Mark C., "Developing a Code of Conduct Policy for Hoopeston-East Lynn High School" (1992). *Masters Theses*. 2147.  
<https://thekeep.eiu.edu/theses/2147>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

8/3/92  
Date

  
Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Author

Developing A Code of Conduct Policy for

Hoopeston-East Lynn High School

(TITLE)

BY

**Mark C. Conolly**

**Field Experience**

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

**SPECIALIST IN EDUCATION**

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1992

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

8-3-92

DATE

8-3-92

DATE

  
DEPARTMENT HEAD

## ABSTRACT

The purpose of this field study was to develop a model code of conduct policy for Hoopeston-East Lynn High School in Hoopeston, Illinois. A survey instrument on school discipline was completed by teachers and students. Results of the survey helped identify discipline problems in the school. Information was obtained pertaining to types of discipline codes used in other schools. These included other school codes as well as prepared codes such as Assertive Discipline, Reality Therapy, and Teacher Effectiveness Training. A committee of faculty members and parents was established to review and discuss types of discipline codes. It was decided that the prepared codes did not meet the needs of the school. It was further decided that a code needed to be designed specifically for Hoopeston-East Lynn High School. A specific code was developed by the committee with respect to legality, fairness, clarity, and enforcement.

The field experience concluded with a code of conduct that was developed using the Illinois School Code, other school codes, current literature, and business employee handbooks. The final version was approved by the high school teachers, the district discipline committee, the school board, the school attorney ,and selected students.

Developing a Code of Conduct Policy for  
Hoopeston-East Lynn High School  
Mark C. Conolly  
Eastern Illinois University  
Spring 1992

## Table of Contents

Chapter I: Overview.....	2
Introduction and Background.....	2
Statement of the Problem.....	3
Assumptions.....	3
Delimitations.....	3
Operational Definitions.....	4
Uniqueness of the Study.....	6
Chapter II: Rationale, Related Literature and Research	7
Rationale.....	7
Review of Literature and Research.....	8
Conditions Favoring Effective School Discipline.....	10
Types of Disciplinary Policies.....	11
Process for Developing a Discipline Code.....	12
Characteristics of a Student Code of Conduct.....	14
Chapter III: Design of the Study.....	15
Objectives and Criteria.....	15
Compiling Information for the Code.....	16
Assessment Instrument-Sample, Population and Analysis	17
Chapter IV: Results and Conclusions.....	19
Assessment Instrument Results.....	19
Analysis of the Assessment Results.....	22
Conclusion-Writing the Code of Conduct.....	24
Approval of the Code of Conduct.....	25
Chapter V: Recommendations.....	26
Discussion and Suggestions.....	26

References.....	29
Appendixes.....	33
A: Code of Conduct.....	33
B: Assessment Instrument.....	43
C: Assessment Results.....	45

Developing a Code of Conduct Policy for  
Hoopeston-East Lynn High School

Chapter I

Overview

Introduction and Background

It is an undisputed tenet of effective school research that effective schools have effective school discipline and effective codes of conduct (discipline codes) for students (Peng, 1982; Purkey, 1985; Gottfredson 1986). Educators feel that one step in solving discipline problems is the creation of an effective discipline code. The purpose of this field experience was to develop a model code of conduct for Hoopeston-East Lynn High School in Hoopeston, Illinois.

Hoopeston is a small rural community of 7000 people located in east central Illinois. The town is a working class community combining both factory and farm labor. The school district numbers 1500 students. The high school has 492 students, grades 9-12. It was within this setting that this field experience took place.



### Statement of the Problem

Hoopeston-East Lynn High School commits itself to making dedicated teaching and meaningful learning its highest priority and to creating an atmosphere of encouragement, trust, and mutual respect. Towards this end it is imperative that the learning environment be safe and orderly to provide the best opportunities for the development of the students. An effective code of conduct is instrumental in providing an effective learning environment.

Hoopeston-East Lynn High School formed a committee of parents and faculty members to address this issue, which included surveying teachers and students to provide insight into formulating an effective code of conduct. With this field experience, it was the intent of Hoopeston-East Lynn High School to upgrade its existing code of conduct in order to provide the most effective learning environment possible.

### Assumptions:

It was assumed that it is difficult to define all possible student behaviors. Limitations will be based on these inabilities.

### Delimitations

Because of the length and scope of this field experience, certain areas will not be specifically addressed. Those areas include the following:

1. Suspension and expulsion of handicapped or special education students.

2. Rules and discipline concerning extra-curricular activities.
3. Rules and discipline regarding driver's education.
4. School bus rules and regulations.

4

The size of the district in which this field experience occurred caused its own limitations. Limitations of the personnel, class size, attitudes, and geography were reflected in the field experience. The responses to the assessment instrument were limited to the faculty and students associated with Hoopston-East Lynn High School. The entire faculty at Hoopston-East Lynn High School was surveyed, but due to the size of the student body, a random sampling of students was conducted. The committee made up of parents and faculty members felt this was the best approach.

Operational Definitions:

1. Student Rights - The legal rights of the student under the Illinois School Code.
2. Infractions - The violation of school rules and regulations.
3. Corporal Punishment - Bodily or physical punishment administered to a student by authorized school personnel.
4. Student Disruption - When the seriousness of a student's behavior disrupts the educational process of the classroom or the school.

5. School Detention - Students detained for disciplinary reasons before school, after school, or on Saturday.
6. In-School Suspension - The student attends school during regular hours but is assigned to a special area where completion of classroom assignments is expected.
7. Suspension - The process by which authorized school personnel may separate a student from school and school-related activities for a period of ten school days or less. This does not constitute an expulsion.
8. Expulsion - Disciplinary action taken by the Board of Education to separate a student from school attendance and related activities for a period in excess of ten school days, up to and including the balance of the current semester or current school year.
9. Truancy - Unauthorized absence from school.
10. Rules and Regulations - The code of conduct policy established by a school to maintain a proper educational environment in the context of effective schools.
11. Rural High Schools - Those schools serving communities of less than 15,000 people and serving less than 750 students.

12. Assessment Instrument - The survey utilized to assess student and faculty perceptions of the discipline policies and problems at Hooperton-East Lynn High School.

6

#### Uniqueness of the Study

Hooperton-East Lynn High School is committed to achieving the most effective learning environment possible. This field study was an extension of that commitment. This was the first time perceptions of the disciplinary climate at Hooperton-East Lynn High School had been systematically analyzed and used to develop a comprehensive code of conduct.

## Chapter II

### Rationale, Related Literature and Research

#### Rationale

With increasing pressure on schools to "produce," it becomes imperative that effective discipline codes be implemented to maximize learning effectiveness within the school environment. Every year schools are being asked to do more in terms of student learning and socialization. In many cases this increased expectancy is tied to decreased funding and resources. In order to function at peak effectiveness a model code of conduct policy is mandatory.

Generally, rural high schools do not encounter the magnitude of discipline problems that their larger urban counterparts do. However, rural schools are not immune from the societal problems that are brought into schools everyday. Problems that were unheard of ten years ago are now appearing in rural schools. Everything from drugs, weapons, vandalism, and extreme violence has become commonplace in some schools. It is an established fact that if teachers are constantly distracted by discipline problems, then the total learning environment is adversely affected (Safe School Study, 1977; Madaus et al., 1980; Gottfredson, 1986). It is hoped that by developing a model code of conduct policy for a small rural high school that the effectiveness of the school will be positively enhanced.

## Review of Literature and Research

Gallup polls dating back over the last twenty years have asked the public, "What is the biggest problem facing local schools?" Over that time period respondents cited discipline first almost every year. As recently as the 1988 Gallup poll, discipline came in second only to drugs as the major problem facing schools (Gallup and Elam, 1988). There is little doubt that discipline in schools is a concern of the public.

Teachers themselves see discipline as a major problem. In 1987 the Center for Educational Statistics found that one-third of all teachers nationwide "considered leaving teaching because of student misbehavior." Misbehavior can be interpreted to mean everything from not obeying the rules to serious crime and violence. Poor discipline can adversely affect the total school environment. When this happens, teacher morale can plummet. This then affects the total learning process (Moles, 1990).

The Safe School Study done in 1977 gives us initial insight to the effects of discipline on schools (Grabfelter, 1983). Among other things, schools with fewer discipline problems displayed the following characteristics:

- Students rate classrooms as well disciplined, where rules are strictly enforced and where the principal is considered strict.
- Students consider school discipline as being fairly enforced.

In 1978, the National Institute of Education firmly established a link between firm, fairly administered, and consistent discipline and lower levels of discipline problems in schools (Moles, 1990).

Further, effective schools research has indicated that higher levels of student achievement are characterized by schools with orderly environments (Duke, 1982; Stedman, 1985). There is solid evidence that schools conducive to learning are relatively free from discipline problems and have sound discipline policies.

The courts have also established a link between the responsibility of the schools and the maintenance of order within the schools. In the case *Bethel School District No. 403 v. Fraser*, 106 S.Ct. 3159 (1986), the court established that "schools may establish standards of civil and mature conduct ...and that such standards would be difficult to convey in a school that tolerated lewd, indecent and offensive speech and conduct." The courts had previously shown the need for codes of conduct to protect the constitutional and due process rights of students. In *Goss v. Lopez*, 95 S.Ct. 729 (1975), the court held that the "due process" rights of students must be maintained. *Tinker v. Des Moines Independent School District*, 393, U.S. 503 (1969), held that student's free speech must be protected within the school environment. More recently in *New Jersey v. T.L.O.*, 105 S.Ct. 733 (1985), the court held that schools must be held to the "reasonableness" standard when students are

involved in search and seizure situations. Standards, such as these established by the courts, cannot be maintained without effective written discipline codes within the schools, to protect all concerned.

This is not to say that discipline alone is the key to effective schools. Many factors weigh into effective schools research. However, effective discipline is one of the key ingredients to effective schools. There is clear evidence that effective schools have effective discipline and effective codes of conduct (Duke, 1982; Rich, 1985; Peng, 1982).

#### Conditions Favoring Effective School Discipline

The research in this area has been analyzed and reanalyzed. Though the findings are in no way universal, several common characteristics surface in reviewing the material. The following list is a compilation of the conditions related to effective school discipline (Safe School Study, 1977; Peng, 1982; Gottfredson, 1986; Johns et al., 1989; Moles, 1990).

- Schools of small size, where teachers have greater contact with students.
- Schools where principals are firm and visible within the school environment.
- Schools that encourage cooperation between teachers and administrators.



- Schools that clarify rules, consequences for breaking rules, and disciplinary policies so that confusion is minimized.
- Schools that require minimum mastery of the subject matter.
- Schools where teachers and administrators show concern and understanding towards their students.
- Schools where parents support the disciplinary policies.
- Schools where students see discipline as being fairly administered.
- Schools where students consider grades important and consider going to college.
- Schools where teachers are well prepared and knowledgeable about their subject.

The key factor in all the research points to the principal and the administration as being instrumental in achieving these conditions that favor effective school discipline.

#### Types of Disciplinary Policies

In reviewing the research in this area the committee found that there is no clear favorite. Among the prepared discipline programs that schools can use are the following:

- Canter's Assertive Discipline
- Gordon's Teacher Effectiveness Training
- Glasser's Reality Therapy
- Dreikurs' Logical Consequences
- Kohl's Natural Development

The committee felt there were several problems with these types of packaged programs. First, all these programs cannot necessarily be adapted to any particular school. In order to use any of these programs, they would have to be adapted or altered to fit local standards. In doing that, often the integrity of the program is compromised (Purkey, 1985). Secondly, none of these programs has a proven history. Problems exist in the research dealing with these areas. Not one of these programs has received any type of universal praise. Lastly, these programs appear to be geared towards classroom level discipline, not building level discipline. There is a considerable difference between the two (Peng, 1982). It is quite obvious in light of these problems that there is no one proven best method.

#### Process for Developing a Discipline Code

In the absence of a best method, a successful discipline policy must be designed specifically for a given school (Purkey, 1985; Nighswander, 1981). Listed below is a model that can be used to develop a discipline policy for any school, by incorporating local standards and values. Ideas for this model were drawn from the following sources: Rich, 1985; Nighswander, 1981; Peng, 1982; and Johns et al., 1989.

- The problems should be assessed at an individual school.
- Assumptions should be formulated from information gathered during the assessment stage.

- A committee should be established to address all the concerns of the school population, with membership including teachers, parents, and administrators.
- Objectives for improving school discipline should be developed.
- Policies needed to meet the objectives should be developed. A Code of Conduct should address acceptable and unacceptable student behavior. An enforcement system and an appeal procedure should be established.
- The method of paying for the cost of implementing the new policy should be determined.
- A program of in-service staff training needed to implement the new program should be developed.
- A plan for implementing the program including an orientation of students and parents and making use of the media, if necessary, should be developed.
- The program should be evaluated on a regular basis to determine the following:
  - Does it follow the Illinois School Code?
  - Is it clear?
  - Is it fair and equitable?
  - Is it enforceable?
  - Is it reasonable and necessary?
  - Has it been communicated to all concerned?

### Characteristics of a Student Code of Conduct

The code should be brief, clear, and easy to understand. Students should be able to comprehend the policy without a problem. All involved should know what is expected of them.

The code should be clear in stating possible consequences for misconduct. The punitive measures should be reasonable, and they should be applied fairly and consistently. All students must be treated fairly.

The code cannot infringe on a student's constitutional rights, and due process must be maintained.

Following is a list of components of a Student Code of Conduct Policy:

- Opening Statement - sets forth the school's philosophy and objectives towards discipline.
- Statement of Student Responsibility - should be explicit in defining expected student behavior.
- Statement of Rules and Regulations- tells a student what not to do.
- Sanctions and Penalties - are the means of enforcing the rules. These are consequences for breaking the school rules. These penalties should be designed to discourage students from breaking the rules. They should also encourage students to develop acceptable behavior.

## Chapter III

## Design of the Study

Objectives and Criteria

In pursuit of writing a code of conduct the following was a list of objectives that the committee of four faculty members and three parents used for this field experience:

1. Develop a school philosophy on discipline.
2. Establish a discipline policy.
  - A. Establish the legal aspects of student rights and responsibilities.
  - B. Establish rules and regulations.
  - C. Establish guidelines for determining penalties for infractions of the rules and regulations.
  - D. Establish procedures governing student suspension.
  - E. Establish procedures governing student expulsion

Criteria used as a basis to build a code of conduct:

1. Legality - reviewed by the school attorney
2. Awareness of Students
3. Fairness
4. Prevention
5. Minimal Rules
6. Positive Intervention
7. Teacher Involvement
8. Parent Involvement

9. Student Involvement

10. Follow-up

It was the purpose of these objectives and criteria to provide guidelines for the development of a code of conduct at Hoopston-East Lynn High School

Compiling Information for the Code of Conduct

The following information, from a variety of sources, was gathered to help in the development of the code:

- The high school and school district's discipline policies were collected.
- The Illinois School Code was utilized.
- Codes of Conduct from other schools were collected.

These included both large and small schools from urban and rural settings. The following is a list of schools whose codes were used:

Danville High School	Danville, IL
DeKalb High School	DeKalb, IL
Dunlap High School	Dunlap, IL
Dwight High School	Dwight, IL
Kewanee High School	Kewanee, IL
Lisle High School	Lisle, IL
Lyons Township High School	LaGrange, IL
Mahomet-Seymour High School	Mahomet, IL
Monticello High School	Monticello, IL

- Employee handbooks from area businesses were collected. These employee handbooks gave valuable insight into realistic expectations from employers.

Handbooks from the following businesses were used: 17

Pillsbury Company

Food Machinery Corporation

American-National Can Company

Stokely U.S.A.

- Current literature relating to discipline was used by the committee.
- An assessment instrument (Appendix B) was used to survey faculty members and students in regard to their feelings towards the school discipline situation. This particular assessment instrument was selected because the committee felt it addressed all the pertinent areas regarding discipline at Hoopetston-East Lynn High School.
- Informal discussions between committee members and staff, students, and parents were also utilized. At least thirty different discussions took place on the street, in the high school hallways, and around town. These discussions proved to be valuable in understanding local feelings and standards.

#### Assessment Instrument -Sample, Population and Analysis

Hoopetston-East Lynn High School employs forty certified staff members. Each faculty member was given an assessment instrument by the principal at the March 6, 1992 teachers' meeting. Twenty teachers (50%) completed and turned in the assessment instrument to the principal. It was the feeling of the committee that an equal number of

students should complete the assessment instrument, which represented 4% of the student body. Twenty students, five from each grade level who were randomly selected by the office computer, completed the assessment instrument on March 10, 1992. The completed assessment instruments were submitted to the committee which compiled and reviewed the results.



## Chapter IV

## Results and Conclusions

Assessment Instrument Results

## Hoopeston-East Lynn High School Discipline Survey Results

\*All figures % except for these

## Part II

Question #	Total Response	<u>Teachers</u>			<u>Students</u>					
		% Yes	% No	% Not Sure	Total Response	% Yes	% No	% Not Sure		
1.	20*	10	90	0	20*	25	50	25		
	Total	% Better	% Worse	No Change	Not Sure	Total	% Better	% Worse	No Change	Not Sure
2.	20*	20	40	40	0	20*	15	10	65	10
3.	20*	25	25	40	0	20*	20	5	45	30

	Serious	Not Serious	Don't Know	Effective	Not Effective	Don't Know		Serious	Not Serious	Don't Know	Effective	Not Effective	Don't Know
1.	40	50	10	90	10	0		50	50	0	80	20	0
2.	80	10	10	60	30	10		20	30	50	20	40	40
3.	70	20	10	80	10	10		30	70	0	40	40	20
4.	60	30	10	70	20	10		80	10	10	70	20	10
5.	90	5	5	80	10	10		85	10	5	65	20	15
6.	95	0	5	80	15	5		90	5	5	85	10	5
7.	70	30	0	80	10	10		90	10	0	90	5	5
8.	50	40	10	60	30	10		70	20	10	75	20	5
9.	90	5	5	70	20	10		80	10	10	70	20	10
10.	50	40	10	90	5	5		50	40	10	90	10	0
11.	60	40	0	80	10	10		70	20	10	80	10	10
12.	70	20	10	85	10	5		75	15	10	75	10	15
13.	75	15	10	90	10	5		60	20	20	85	10	5
14.	60	30	10	90	10	0		50	30	20	90	5	5
15.	50	40	10	80	10	10		40	50	10	90	5	5
16.	70	20	10	75	20	5		65	20	15	75	10	15
17.	90	10	0	60	30	10		70	20	10	65	30	5
18.	70	20	10	80	20	0		30	10	65	65	20	15
19.	95	5	0	90	5	5		80	10	10	90	5	5
20.	50	50	0	80	10	10		40	40	20	50	10	40
21.	80	10	10	90	5	5		70	20	10	90	5	5
22.	95	0	5	80	5	15		95	5	0	70	20	10

	Effective	Ineffective	Not Sure		Effective	Ineffective	Not Sure
1.	*85	10	5	. . . . . Suspension . . . . .	45	50	15
2.	45	25	30	. . In School Suspension . . .	60	35	5
3.	*80	15	5	. . . . . Expulsion . . . . .	60	30	15
4.	60	20	20	. . Detention--After School . . .	40	50	10
5.	--	--	--		--	--	--
6.	--	--	--		--	--	--
7.	60	40	-		50	30	20
8.	50	30	20	. . . Verbal Reprimand . . . . .	40	40	20
9.	75	10	15	. . . Parent Conference . . . . .	75	25	0
10.	60	30	10		60	30	10
11.	70	20	10		70	20	10
12.	80	10	10	. . . Student Conference . . . . .	50	50	0
13.	70	20	10	. . . . . Social Worker . . . . .	40	40	20
14.	--	--	--		--	--	--
15.	50	40	10		50	30	20
16.	50	50	0		60	30	10
17.	50	40	10	. . . . . Police . . . . .	40	40	20
18.	--	--	--		--	--	--

The results of the assessment instrument (Appendix C) were analyzed by the entire committee, consisting of four faculty members and three parents. In reviewing the results the committee found the following areas to be of particular interest:

- Teachers and students differed in their viewpoints on several key questions.
- In part two of the assessment, those teachers assessed overwhelmingly (90%) felt that discipline was not a major problem, however, a significant number of teachers (40%) felt that student behavior was worse this year than last year. Among the students assessed 50% felt that discipline was not a problem, and only 10% felt that student behavior was worse this year over last year.
- In part three of the assessment those teachers assessed overwhelmingly felt (80%) that the school was effective in dealing with infractions of the school discipline code. Students assessed tended to support the teachers' viewpoint but to a lesser degree (75%). There were some areas of student concern including extortion, race related threats, name calling, and profanity between students.
- In part four of the assessment there was no clear agreement between students and teachers on what type of discipline was the most effective. Teachers felt

that out-of-school suspension (85%), expulsion (80%), teacher conferences (80%), and parent conferences (75%) were the most effective. The students surveyed did not feel that any particular discipline form was overwhelmingly effective. Parent conferences received the highest rating (75%), possibly because there is no punitive action involved.

-Students were unsure about the effectiveness of out-of-school suspension (50%), and after-school detention (50%). Only 60% of the teachers felt that after-school detention was effective.

In reviewing the results, discipline on the whole was viewed as "not being a problem" by the vast majority of the respondents. Several concerns did surface. One problem area was an increase in severe verbal assaults directed from one student to another. The other problem area was the use of after-school detention(s) as the main penalty for school policy infractions.

After reviewing the results of the assessment instrument the committee felt that there were no "glaring" problems with the existing Code of Conduct and its effectiveness. However, an assumption was made that the school policies needed to be tougher in dealing with severe verbal assaults between students and it also appeared that an alternative to after-school detention needed to be devised.

The committee further agreed that this would be the time to revise the present format of the code for greater clarity and effectiveness.

Conclusion- Writing the Code of Conduct

In writing the code several points germane to Hoopeston-East Lynn High School were kept in mind. The committee felt that based on its research, the code should include the following:

- Be as brief and specific as possible, so that students and parents can understand it.
- Be written in a positive way.
- Be written so that it can be fairly and consistently enforced.
- Provide an alternative to after-school detention.  
(This was done by establishing a Saturday morning detention program.)
- Change the penalties for severe verbal assaults between students.
- Revise the "step ladder" approach to each infraction so that it is clear to students and staff.

The committee used all the information it had compiled in writing a new Code of Conduct for Hoopeston-East Lynn High School (Appendix A). Concerns and ideas from everyone involved were used in the development of the code. Parents, students, teachers and administrators all had input, and many of their ideas were put into the new code.

It was also felt that the code should help to fulfill the comprehensive educational goals of the school and help students accept responsibility for their actions in a democratic society. In reviewing the finished product, the committee felt that the new code fulfilled all the stated objectives and concerns..

#### Approval of the Code of Conduct

After the writing of the code was completed, the following steps were taken towards approving the code:

- Approval of the superintendent and the school board.
- Evaluation of the code by the faculty.
- Evaluation of the code by 10 randomly selected community members.
- Evaluation of the code by twenty randomly selected students.
- Plans made to put to code into effect for the 1992-1993 school year.
- Plans made to evaluate the code at the end of the 1992-1993 school year.

## Chapter V

### Recommendations

#### Discussion and Suggestions

The limited resources available to many small rural school districts, caused by such things as low tax rates and limited industry, hamper the alternatives open to high schools when it comes to discipline. The lack of social agencies and social services creates problems when counseling is regarded as an alternative to punitive action. In many cases "doling out" punishment without adequate counseling services can be very detrimental. Many participants felt that social services, along with a penalty, would be a preferable alternative.

The addition of Saturday morning detention was considered as a possible alternative to suspension. It was felt that such a program "on the student's time" would be a deterrent for future infractions. In addition this program would take pressure off the after-school detention program.

Saturday morning detention sparked the most controversy with the teaching staff. Informal discussions with the entire staff at teachers meetings revealed that almost everyone (90%) agreed with the concept, but concern arose over who would supervise Saturday detentions? Would everyone take turns? Would it be voluntary? The matter was settled when it was agreed that supervision would be on a



voluntary basis with a fifty dollar stipend paid per Saturday detention period.

All the teachers (100%) and the ten students asked to review the code, liked the clearer language and the clear examples of "gross misconduct" that the new code provided. This positive attitude carried over to the clearer explanations regarding suspension, expulsion, detention, dress, tobacco, music boxes, closed campus, and physical education. The "step ladder" approach used for discipline was liked by the parents and students. The fact that a logical progression was followed by the school, in disciplining students, helped nurture the concept of fairness and objectivity. The ten parents who were asked to review the code really liked the Saturday detention program. They saw it as a logical alternative to after-school detention and some out-of-school suspension situations.

Questions raised that need further research:

1. Could this discipline program be implemented in another high school? With modifications could this code could be used in another rural school?
2. Will Saturday detention be effective? Will teachers follow through and volunteer to supervise on weekends? Will parents and board members continue their support of the program?
3. Are there other effective discipline alternatives to Saturday detention, out-of-school suspension, and expulsion that a rural high school, with limited

resources, could implement?

28

4. Is there a perfect high school code of conduct?

In developing this policy the cooperation of everyone involved was notable. Teachers, parents, students, and administrators all pulled together to reach a common goal.

## References

- Canter, L. & Canter, M. (1979). Assertive discipline.  
Los Angeles: Canter & Associates.
- Center for Educational Statistics (1986). Discipline  
in public secondary schools. Washington, D.C.:  
U.S. Department of Education.
- \_\_\_\_\_. (1987). Public school teachers perspectives on  
school discipline. Washington, D.C.: U.S. Department  
of Education.
- Charles, C.M. (1989). Building classroom discipline.  
White Plains, N.Y.: Longman Inc.
- Curwin, R. & Mendler, A. (1980). The Discipline book.  
Reston, Va.: Reston Publishing.
- Curwin, R & Mendler, A. (1988). Discipline with dignity.  
Alexandria, Va.: Association for Supervision and  
Curriculum Development.
- Duke, D. ed. (1982). Helping teachers manage classrooms.  
Alexandria, Va.: Association for Supervision and  
Curriculum Development,
- Duke, D.L. (1982). Leadership functions and instructional  
effectiveness. NASSP, Oct. 1-12.
- Educational Research Service, Inc. (1975). Codes of student  
discipline and student rights. Arlington, Va.  
Educational Research Service, Inc.
- Gallup, A.M. & Elam, S.M. (1988). The 20th annual Gallup  
poll of the public's attitudes toward the public  
schools. Phi Delta Kappan, 70, 33-46.

- Glasser, W. (1965). Reality therapy. New York: Harper & Row.
- Goodlad, J.I. (1984). A place called school. New York: McGraw-Hill.
- Gottfred, G.D. & Gottfred, D.C. (1985). Victimization in schools. New York: Plenum.
- Gottfred, D.C. (1986). Promising strategies for improving student behavior. Washington, D.C.: United States Department of Education, Nov. 6-7.
- Grabfelder, K.C. (1983). Developing and implementing a discipline code in an urban high school.  
(doctoral dissertaion, Temple University, 1982).
- Grossnickle, D. & Sesko, F. (1985). Promoting effective discipline in school and classroom. Reston, Va.  
National Association for Secondary School Principals.
- Grossnickle, D. & Sesko, F. (1989). Preventive discipline for effective teaching and learning. Reston, Va.  
National Association for Secondary School Principals.
- Johns, F. et al. (1989). School discipline guidebook.  
Needham Heights, Mass.: Allyn & Bacon.
- Hollingsworth, J. (1984). School discipline, order and autonomy. New York, N.Y.: Praeger Publishers.
- Karnes, E. et al. (1983). Discipline in our schools, An annotated bibliography. Westport, Conn.:  
Greenwood Press.
- Moles, O.C. ed. (1990). Student discipline strategies.  
Albany, N.Y.: State University of N.Y. Press.

- National Institute of Education (1978). Violent schools-Safe schools: The safe school study report to congress. Washington, D.C.: U.S. Government Printing Office.
- Nighswander, J. (1981). A guidebook for discipline planning. Cambridge, Mass.: Oelgeschlager, Gunn, & Hain Pub.
- Peng, S. (1982). Effective schools: What are their attributes?. Presented to the annual APA meeting, Washington, D.C.: Aug. 1982.
- Pestello, F.G. (1982). Fear and misbehavior in a high school. (doctoral dissertation University of Akron).
- Pestello, F. G. (1989). "Misbehavior in high school classrooms." Youth & Society 20:290-306.
- Purkey, S.C. (1985). School improvement: An analysis of an urban district effective schools project. (doctoral dissertation, University of Wisconsin-Madison, 1984).
- Rich, J.M. (1985). Innovative school discipline. Springfield, Il.: Charles Thomas Pub.
- Safe School Study, violent schools- safe schools report to congress. National Institute of Education, Washington, D.C.: U.S. Government Printing Office, Dec., 1977.
- Stedman, L.C. (1985). A new look at effective schools literature. Urban Education, 20, 295-326.
- Valentine, M.R. (1987). How to deal with discipline problems. Dubuque, Ia.: Kendall/Hunt Pub.

The bibliography and research for this paper was conducted by using an ERIC search, dissertation search, Illinet search, and standard reference searches.

**HOOPESTON-EAST LYNN HIGH SCHOOL  
CODE OF CONDUCT**

Whether you are a new student, an incoming freshman, or an upperclassman, we want to welcome all students to become part of Hoopeston-East Lynn H.S. The administration and the faculty want to work with all students both collectively and individually in an atmosphere of friendliness and cooperation. This type of atmosphere can be achieved only through mutual respect and cooperation. The staff at this school strongly believes in the rights of the individual. These rights, however, are to be exercised in light of their effect on other individuals involved, as well as the total school environment.

We want Hoopeston-East Lynn H.S. to be a positive and constructive force in a democratic society. To achieve this goal, students must work in an environment conducive to learning. In order to maintain an atmosphere for learning, the Board of Education has adopted policies and regulations designed to protect the rights of those who desire to learn. Most students are concerned individuals. However, there must be regulations, which are to be supported by students and parents alike, to meet the needs of all the students and the educational program. Parents and students are not only urged to read these policies but also to know them.

We hope to allow students as much responsibility as they are capable of handling. We feel that learning to handle responsibility and making decisions are important parts of a high school education. The responsibility of self-discipline is aimed at the individual; therefore we do not feel it is necessary to dictate every detail of proper behavior. However, some policies are necessary for those students who do not practice self-discipline. This is to insure the stability of the educational environment.

A student's behavior must not in any way interfere with the educational process of the high school, be damaging to the property of the school, nor interfere with the rights of his/her fellow students and faculty of the school. Each student is responsible for his/her actions, conduct, and behavior, and is expected to conduct himself/herself properly at all times. Any conduct detrimental to the operation of the school and the educational process will be dealt with accordingly.

### Saturday Detention

Saturday Detention will be held each Saturday from 8-12 A.M. in the high school library. When a student is given a Saturday detention, he/she must serve that detention on one of the first two available Saturdays on which detention is held. Multiple detentions must be served immediately and consecutively. If the detention is missed for any reason other than extreme emergency, he/she will automatically receive a minimum three day out-of-school suspension. A student who has been assigned a Saturday detention may be barred from attending any school-sponsored activity until the detention is served.

### After-School Detention

After-school detention will be served on Tuesdays and Thursdays from 3:25-3:50 P.M. in the Auto Shop. Failure to show up for an after school detention could result in Saturday detention or possible suspension. Detention takes precedence over any after school extra-curricular or school related activity. Teacher detentions will be served before school detentions.

### Suspensions

1. Section 10-22.6 of the Illinois School Code provides that the Board of Education has the power to delegate authority to the school administration to suspend pupils guilty of gross disobedience or misconduct for a period of up to ten school days.
2. A suspension will become part of the student's temporary record file.
3. A student who is on suspension will not be allowed to make-up any work missed during the period of suspension. The student will receive no credit for the time period he/she is suspended.
4. When a student is on suspension, he/she is not to be on or near school premises unless permission is given in advance by the administration. In addition, he/she may not attend or participate in any school sponsored or school related activities such as athletic contests, musical events, plays etc.



## Expulsion

The Board of Education may expel pupils guilty of gross disobedience or misconduct for up to 180 school days. Expulsion shall take place only after the parents have been requested to appear at a meeting of the Board of Education or its delegate(s) to discuss their child's behavior. The Board, at such meeting, shall state the reasons for dismissal and the date on which the expulsion is to become effective.

### Defining Gross Misconduct or Disobedience

Any offense that has not been covered in other Board policies, but which is felt to be serious enough in the opinion of the administration, could result in suspension or possible expulsion from school according to the procedures outlined in the above suspension and expulsion policies.

Offenses which may be considered gross misconduct or disobedience, but not specifically limited to, shall be one or more of the following:

1. Theft, arson, assault and battery, and destruction or defacing of school, student, school personnel and visitor property. Student will be held financially responsible for such damage.
2. Possessing any object that would or could constitute a weapon.
3. Causing or attempting to cause physical injury or harm to any student, school personnel, or visitor on school premises or at any school related or school sponsored activity.
4. Threatening, slandering, or intimidating any student, school personnel, or visitor.
5. Any act which interferes with or disrupts the normal operation of school or a school activity.
6. Possessing, using, selling, buying, transmitting, or secreting any alcoholic beverage/narcotic will result in suspension and possible expulsion. This includes "look alike" drugs, hallucinogenic drugs, marijuana, barbituates, amphetamines, intoxicants, or paraphernalia relating to any of the above while on school premises or attendance at a school related activity will result in suspension and possible expulsion. Any student who comes to a staff member seeking assistance for substance abuse will be extended every possible means of assistance to end the

- dependency. The student must do this when disciplinary action is not pending. (No financial assistance will be granted.)
7. Involvement in any conduct on school premises or at any school sponsored or school related activity which violates local, state, or federal law where conduct poses a clear and present danger to the health, welfare, or safety, of other students, school personnel, or visitors.
  8. Gambling on school premises or at any school related or school sponsored activity.
  9. Violation of the school smoking policy.
  10. Failure to comply with reasonable directions of any school personnel. This would include administrators, teachers, student teachers, bus drivers, maintenance personnel, cafeteria personnel, or any authorized school personnel.
  11. Dressing or grooming in a manner which constitutes a threat to the health and/or safety of self or others or in a manner which causes an interference with school work or creates a classroom or school disruption.
  12. Making or causing a false fire alarm, bomb threat, or any other knowingly false and disruptive rumor or phone call.
  13. Exhibiting disrespect to any student, school personnel, or visitor.
  14. Repeated offenses of truancy. (Any school assignment including detention.)
  15. Possessing, authorizing, or transmitting materials that are considered, by reasonable people, to be immoral, illegal, obscene or pornographic.
  16. Failure to submit to personal, locker, or automobile search.
  17. Use or attempt to use a forged note, phone call, pass, report, school records, or any other deceptive or deceitful practice.
  18. Violation of probation conditions as established by the administration and Board of Education.
  19. Repeated violations of school rules.
  20. Use or possession of fireworks, firearms, water guns, water balloons, flammable liquids, etc.
  21. Reckless driving on or near school premises before, during, or after school or at any school related or school sponsored activity. This would also include a school bus if the driving impedes the normal operation of the bus route or constitutes a danger to the bus driver and/or passengers.
  22. Gross repeated display of affection.
  23. Violation of suspension rules.

24. Conduct that is detrimental to yourself, others, property, etc.

Any student found guilty of gross misconduct and/or disobedience may be subject to school detention(s), suspension, or even expulsion. Severity of the infraction and the penalty will be determined by the high school administration. A penalty may be appealed to the principal or the next highest authority.

These offenses shall have been committed:

1. on school property or under school supervision.
2. while attending a school related or school sponsored activity.
3. upon school personnel while in discharge of official business.
4. while on a school bus or other transportation authorized by school personnel.
5. in any other circumstances as determined to have a bearing on school, school personnel, or any school activity.

When a student violates school rules and regulations and he/she is also in violation of state laws or city ordinances, a complaint may be signed by the administration with the appropriate law enforcement agency. Some examples of these violations are

- (1) Possessing or using fireworks or smoke bombs.
- (2) Possessing, distributing or selling drugs.
- (3) Theft.
- (4) Vandalism.
- (5) Assault.

Also, the school has the responsibility at all times to act in a manner which protects and guarantees the rights of students and parents. When an investigation by law enforcement officials is requested at school, a parent or guardian will be contacted and administrative policy and procedure will be followed.

#### SEARCH AND SEIZURE

The rights and privacy of the individual student to maintain personal property will be respected at all times. However, a search of a student's personal effects may be required when there is reasonable cause that the student is in violation of any school policies.

It should be noted that all school grounds, including the parking lot and student lockers are school property. As such, the school has the right to

regulate parking lot usage and to search any automobile or student locker and the contents thereof.

#### DISCIPLINE REFERRAL

A student may be referred by any school district personnel to the administration for misconduct in class, at school, on a school bus, or at any school sponsored activity home or away.

The referring person should submit a referral report documenting the incident. Possible disciplinary action, depending on the circumstances, may include one or more of the following:

- 1) Warning to the student;
- 2) Conference with referring person and student;
- 3) Conference with parent/guardian and student;
- 4) Detention(s);
- 5) Suspension from class, school bus, school activity(s) and /or school;
- 6) Maximum suspension and recommendation to the Board of Education for expulsion.

Anything that is related to regular school activities, make-up work, teacher/student conferences, detention, etc. will take precedence over extracurricular activities. These concerns must be cleared up before the student reports to any type of extracurricular activity.

#### DRESS AT SCHOOL AND SCHOOL RELATED ACTIVITIES

THE FOLLOWING RULES WILL PREVAIL FOR ALL SCHOOL FUNCTIONS AND/OR ANY SCHOOL RELATED ACTIVITIES

1. Dress and appearance must not be disruptive to the educational process.
2. Dress and appearance must not constitute a threat to the safety or health of yourself or others.
3. Clothing displaying offensive or suggestive words or symbols will not be worn. This includes clothing that advertises anything of an illegal nature.
4. Dress and appearance must be such that all students are covered from shoulders to mid-thigh, no midriffs. Shirts must have sleeves- no tank tops.
5. All students must wear shoes.
6. No hats, caps, bandanas, etc. are to worn in the high school.

#### EXCESSIVE SHOW OF AFFECTION

An excessive display of affection is disruptive to the educational climate of the school. Students will be referred to the Dean of Students.

### TOBACCO/SMOKING POLICY

There will be no use or possession of tobacco products (i.e. smoking, chewing, etc.) by students on school property or at school-sponsored activities. First offense is a Saturday detention; second offense is a five day suspension; third offense is a ten day suspension; fourth offense will result in a ten day suspension and a recommendation to the Board of Education for expulsion. Any tobacco product found at school will be seized and not returned.

### STEREOS, MUSIC BOXES, PAGERS

Music boxes, individual stereos with headphones, radios, and tape recorders are not to be brought to school. They are a disturbance to others, disruptive to the educational process and the target of theft. Pagers in school are a violation of Illinois state law.

### CLOSED CAMPUS POLICY

Hoopeston-East Lynn High School has a "closed" campus policy. Once a student arrives at school, he/she is to remain on school property until school is out or he/she is properly authorized to leave. No one is to be in the parking lot or a vehicle during school hours, unless permission is given by school authorities. All visitors must check in at the office before entering the building. No student visitors are allowed in the building without prior permission from the administration.

### PHYSICAL EDUCATION

All students must dress properly for Physical Education class. Due to health reasons, clothes worn while participating in P.E. cannot be worn to other classes. The only students exempt from P.E. are those excused because of medical reasons as certified by an M.D. or by way of Board of Education policies. Standardized Hoopeston-East Lynn High School uniforms are encouraged, though not required. All students must have gym shoes that are used for P.E. only.

### SALE OF MERCHANDISE

The sale of any type of merchandise by students, school related or non-school related, is prohibited unless approved by the administration.

## FOOD

No type of beverages, food, etc. are allowed in the gym, classrooms, auditorium, office. etc.

## ABSENCES AND TARDINESS

1. If a student is absent, the parent /guardian needs to contact the school by phone the morning of the absence. If no phone contact is made, the high school attendance officer will contact your home sometime during the day. When you return to school after your absence, you must bring a note from your parent/guardian and attach it to an admit slip you will fill out in your first hour class. If you return to school after the start of the normal school day, report to the office with your note. A note from your parent/guardian is required even if phone contact was made.
2. Students are not permitted to leave the school building or grounds after arriving for the day unless excused by the office and properly checking out. Students who have a scheduled appointment during the school day must present a note to the office from their parent/guardian before school starts in the morning. At that time the student will receive a "white card" that will allow him/her to be excused from class later in the day. Before leaving the building all students must sign out in the office. All "white cards" must be signed by the doctor, dentist, etc. This card must be signed and brought back, in order to obtain an admit slip. If you are going to the doctor, dentist, etc. before the beginning of school, get your "white card" the day before. DO NOT WAIT UNTIL IT IS TIME TO LEAVE, TO GET YOUR WHITE CARD.
3. Absences will be classified as one of three types:

**Excused-** This will apply when the reason for the absence is a legitimate illness, death in the family, etc. Students will be allowed to make up missed assignments within a reasonable amount of time.

**Absent without prior permission from the school-** This will apply when the reason is for something other than illness, death in the family, etc. and appears to be legitimate but has not been cleared beforehand with the office. Students will receive a failing grade for all work missed.

**Unexcused-** This will apply when the reason for absence is not legitimate such as skipping school, cutting class, suspension, missing a bus for a Rossville class. Students will receive a failing grade for all work missed and penalties will be assigned.

4. Students who are late for 1st period or 5th period must pick up an "unexcused" admit slip from the office in order to be admitted to class. This also means that one or more detentions will be assessed to the student. Tardiness to other periods will be handled by each individual teacher.
5. Students who are not in attendance during the last three periods of the school day may not attend or participate in any type of extracurricular activity that evening.





Appendix B

PERSONAL INFORMATION - PART 1

1. Please mark one space only indicating your status. If you fit more than one classification, mark the one that indicates your perspective in answering the survey items	a Citizen of the district with no children in the schools <input type="checkbox"/> <input type="checkbox"/> b Parent of public school student <input type="checkbox"/> <input type="checkbox"/> c Parent of private school student <input type="checkbox"/> <input type="checkbox"/> d Public school student <input type="checkbox"/> <input type="checkbox"/> e Teacher-counselor or other certificated staff member <input type="checkbox"/> <input type="checkbox"/> f Administrator - building and central office <input type="checkbox"/> <input type="checkbox"/>
2. If you checked b, d, e, or f above, indicate the school level(s) with which you are associated as a parent, student or school/district member.	a Elementary <input type="checkbox"/> <input type="checkbox"/> b Junior High Middle School <input type="checkbox"/> <input type="checkbox"/> c High School <input type="checkbox"/> <input type="checkbox"/>
3. Sex	Male <input type="checkbox"/> <input type="checkbox"/> Female <input type="checkbox"/> <input type="checkbox"/>

GENERAL PERCEPTIONS OF DISCIPLINE PROBLEMS - PART 2

INSTRUCTIONS:

Please read each of the following items carefully and then respond with the answer that best represents your feelings on the issue.

RESPOND CODE: Yes - a No - b Not Sure - c

1. Do you think student discipline is a major problem in our school(s)?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
---	--

RESPONSE CODE: Better - a Worse - b No Change - c Not Sure - d

2. How would you rate student behavior in the school(s) this year as compared to last year?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. How would you rate enforcement of the student discipline code this year as compared to last year?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

TYPES OF INFRACTIONS - PART 3

Below is a list of student discipline code infractions. Indicate the 1) seriousness of these infractions and 2) how well, in your opinion, these code violations are handled by school personnel.

RESPONSE CODE: Seriousness of the infraction.

Serious - a  
Not Serious - b  
Don't Know - c

Effectiveness of the schools in dealing with the infraction:

Effective - d  
Not Effective - e  
Don't Know - f

	Seriousness			Effectiveness		
1. Fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Extortion (threatened use of force to obtain money or personal property items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Race - related threats or harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Physical threat or harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Possession of lethal weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use or threatened use of weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Physical attacks on other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Name calling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Alcohol and/or drug abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Smoking in non-designated areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Lack of respect toward authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Failure to abide by teacher and/or administrator directives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Disrupting class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Absenteeism - truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Tardiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Obscenity / vulgarity / profanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Vandalism - property destruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Setting fires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Bus misbehavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. False fire alarms/bomb threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Selling drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVENESS OF CURRENT DISCIPLINE PROCEDURES - PART 4

Below is a list of techniques and procedures used in response to discipline infractions. Indicate your perceptions of the effectiveness of each.

Response Code: Effective - a Ineffective - b Not Sure - c

Effectiveness of Discipline Procedures

1. Out-of-school suspensions (temporary exclusion from school for up to 10 days.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
---	--

(Nighswander, 1981)

## 4. (Cont) Effective - a Ineffective - b Not Sure - c

2. In-school suspension (suspension time served in school - in an isolated area of the school -- loss of privileges -- academic work required)	(a)	(b)	(c)
3. Expulsion (permanent exclusion from school for remainder of school term)	(a)	(b)	(c)
4. After - school detention	(a)	(b)	(c)
5. Corporal punishment (padding) - elementary -- K-6	(a)	(b)	(c)
6. Corporal punishment (padding) - secondary -- 7-12	(a)	(b)	(c)
7. Individual counseling	(a)	(b)	(c)
8. Verbal reprimand	(a)	(b)	(c)
9. Parent conferences with teachers and/or administrators	(a)	(b)	(c)
10. Withdrawal of privileges	(a)	(b)	(c)
11. Student orientation programs to school rules, policies and regulations	(a)	(b)	(c)
12. Student conferences with teachers and/or administrators	(a)	(b)	(c)
13. Referrals to school social workers	(a)	(b)	(c)
14. Referrals to school psychologists	(a)	(b)	(c)
15. Referrals to community social agencies	(a)	(b)	(c)
16. Pamphlets or handbooks specifying rules, policies and regulations	(a)	(b)	(c)
17. Referrals to juvenile authorities or police	(a)	(b)	(c)
18. Time - out room	(a)	(b)	(c)

(Nighswander, 1981)

## Hoopeston-East Lynn High School Discipline Survey Results

\*All figures % except for these

## Part II

Question #	Total Response	<u>Teachers</u>			<u>Students</u>					
		% Yes	% No	% Not Sure	Total Response	% Yes	% No	% Not Sure		
1.	20*	10	90	0	20*	25	50	25		
	Total	% Better	% Worse	No Change	Not Sure	Total	% Better	% Worse	No Change	Not Sure
2.	20*	20	40	40	0	20*	15	10	65	10
3.	20*	25	25	40	0	20*	20	5	45	30

	Serious	Not Serious	Don't Know	Effective	Not Effective	Don't Know		Serious	Not Serious	Don't Know	Effective	Not Effective	Don't Know
1.	40	50	10	90	10	0		50	50	0	80	20	0
2.	80	10	10	60	30	10		20	30	50	20	40	40
3.	70	20	10	80	10	10		30	70	0	40	40	20
4.	60	30	10	70	20	10		80	10	10	70	20	10
5.	90	5	5	80	10	10		85	10	5	65	20	15
6.	95	0	5	80	15	5		90	5	5	85	10	5
7.	70	30	0	80	10	10		90	10	0	90	5	5
8.	50	40	10	60	30	10		70	20	10	75	20	5
9.	90	5	5	70	20	10		80	10	10	70	20	10
10.	50	40	10	90	5	5		50	40	10	90	10	0
11.	60	40	0	80	10	10		70	20	10	80	10	10
12.	70	20	10	85	10	5		75	15	10	75	10	15
13.	75	15	10	90	10	5		60	20	20	85	10	5
14.	60	30	10	90	10	0		50	30	20	90	5	5
15.	50	40	10	80	10	10		40	50	10	90	5	5
16.	70	20	10	75	20	5		65	20	15	75	10	15
17.	90	10	0	60	30	10		70	20	10	65	30	5
18.	70	20	10	80	20	0		30	10	65	65	20	15
19.	95	5	0	90	5	5		80	10	10	90	5	5
20.	50	50	0	80	10	10		40	40	20	50	10	40
21.	80	10	10	90	5	5		70	20	10	90	5	5
22.	95	0	5	80	5	15		95	5	0	70	20	10

	Effective	Ineffective	Not Sure		Effective	Ineffective	Not Sure
1. *85		10	5 . . . . .	Suspension . . . . .	45	50	15
2. 45		25	30 . . . . .	In School Suspension . . . . .	60	35	5
3. *80		15	5 . . . . .	Expulsion . . . . .	60	30	15
4. 60		20	20 . . . . .	Detention--After School . . . . .	40	50	10
5. --		--	--		--	--	--
6. --		--	--		--	--	--
7. 60		40	-		50	30	20
8. 50		30	20 . . . . .	Verbal Reprimand . . . . .	40	40	20
9. 75		10	15 . . . . .	Parent Conference . . . . .	75	25	0
10. 60		30	10		60	30	10
11. 70		20	10		70	20	10
12. 80		10	10 . . . . .	Student Conference . . . . .	50	50	0
13. 70		20	10 . . . . .	Social Worker . . . . .	40	40	20
14. --		--	--		--	--	--
15. 50		40	10		50	30	20
16. 50		50	0		60	30	10
17. 50		40	10 . . . . .	Police . . . . .	40	40	20
18. --		--	--		--	--	--

: