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An Analysis of the Mt. View Elementary School Discipline Plan

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An Analysis of the
Mt. View Elementary School Discipline Plan

A Field Project
Presented to the
Department of Educational Administration and Supervision
and the
Faculty of the Graduate College
University of Nebraska at Omaha

in Partial Fulfillment of
the requirements for the Degree
Educational Specialist

by
Sandra Jean Pinkard Hodges
July 1990

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PROPOSED FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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To My Family
For Lovingly sacrificing
so that time could be devoted
to this Project.

I Love You
Wife and Mom
S P H

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CHAPTER ONE

Introduction

Discipline is a major concern among school educators today. Numerous studies have presented evidence that indicate a strong relationship between student achievement and the amount of time classroom teachers spend on behavior management.

The students and staff at Mt. View Elementary School are not unique in their endeavor to combat the effects that poor discipline has on achievement. The staff's goal was to provide a safe, orderly environment in which maximum student achievement can be obtained. The Mt. View Elementary School Staff concerns for providing an atmosphere conducive to successful learning experiences led to establishment and implementation of a schoolwide discipline plan.

Prior to implementation of the schoolwide discipline plan, no consistent means for preventing or responding to disruptive student behavior existed. Each classroom teacher had their own procedure for dealing with behavior problems. Students in different classrooms engaging in similar misbehaviors were not experiencing similar consequences. This presented a problem as the staff believed there was a need for the fair and consistent disciplining of students.

In addition to the need for fairness and consistency in dealing with students misconduct, another major concern was the consideration and/or lack of reinforcement given to students who continually displayed good citizenship. The desire to acknowledge these students for their efforts to stay on task and display appropriate behavior was a strong motivation.

A schoolwide discipline plan was developed and implemented to provide the following elements: (a) a safe and orderly environment, (b) fairness and consistency in dealing with inappropriate behavior, and (c) a means of rewarding students who choose to follow the rules and display good citizenship.

The schoolwide discipline program at Mt. View Elementary School was developed during the 1986-87 school year. It required a specific written plan of action for the entire school to follow. The plan provided a firm, fair, consistent approach to student behavior.

In order for the plan to be effective and remain effective it required that students be aware of specific expectations. By explaining and then modeling five to six brief, fair rules agreed upon by students, staff and parents, students know what is expected of them. The staff conjectured that if students know that if they choose to follow the school rules, certain rewards are given for good citizenship. On the other hand, if students choose not to follow the school rules, certain consequences will be enforced.

Rewards such as free reading time, all school celebrations, stickers, praise, positive notes or phone calls home by the teacher or principal, a smile, a wink, a handshake, a pat on the back, and a special visit to the principal's office, are a few ways to encourage students to be good citizens, and to choose to follow posted school rules.

A vital part of the Schoolwide Discipline Plan allows for students to be well informed of the consequences that will be enforced if they choose not to follow rules. For the purpose of this study, consequences included a discussion, and/or written reprimand, a call home, time out in the class room or another designated area, a detention, a conference

with the principal, and/or exclusion from all school celebrations.

After two years of implementation the Mt. View School Staff wished to determine the effects of the schoolwide discipline plan on the behavior of students.

Statement of the Problem

Is there a difference in the perception of students and teachers about discipline and the frequency of inappropriate student behavior at Mt. View Elementary School since the implementation of the schoolwide discipline plan?

Statement of the Hypothesis

There is no difference in the behavior of students at Mt. View Elementary School since the implementation of the schoolwide discipline plan.

Significance of the Problem

There is a growing concern among educators regarding discipline in schools today. In an effort to address this concern, many schools have implemented a schoolwide discipline plan. It is important that educators, parents, and students be made aware of the effects of the schoolwide discipline plan on the behavior of students.

Assumptions

1. It is assumed that the population of students at Mt. View Elementary School was made up of similar students prior to and after the implementation of the schoolwide discipline plan.

2. It is assumed that the population of teachers at Mt. View Elementary School was composed of similar teachers prior to and after the implementation of the schoolwide discipline plan.

3. It is assumed that the social/cultural aspects of the Mt. View Elementary School community was basically the same prior to and after the implementation of the schoolwide discipline plan.

Limitations

1. This study was limited to four hundred and ten students in a middle class strata of society. The study did not distinguish between sex, or racial background.

2. Only students in Mt.View Elementary School and students in schools surrounding the Mt. View area were involved in the study.

3. Misconduct was limited to and measured by the number of student referrals to the principal, number of after school and noon detentions, parent/principal discipline conferences, formal suspensions, in-house suspensions, and reassignments.

Definition of Terms

Discipline. Orderly or prescribed conduct or pattern of behavior. A rule or system of rules governing conduct. (Webster, 1984)

Schoolwide Discipline Plan. Formal guidelines and procedures for dealing with discipline problems. The plan is designed to create clarity of expectations and uniform enforcement of rules.

Misconduct/Infractions. The act of infringing upon the rights of others or violating established standards. (Webster, 1980) Inappropriate/unacceptable behavior.

Consequence. An action taken as a result of the choice not to follow the rules of the schoolwide discipline plan.

Noon Detention. Detained from lunch time activities during the noon period. Students spend the first half of their thirty minutes eating their lunch in a room supervised

by a certified staff member. The remainder of the period is used to do written work.

After School Detention. Detained at dismissal time. Students are supervised in a classroom, by a certified person, for twenty minutes at the end of the school day.

In-House Suspension. The temporary removal of a student from the classroom. The student must continue to attend school during this time, but will be supervised in another area. While on in-house suspension a student must continue to complete all assignments.

Suspension. A formal procedure for prohibiting a student from attending school or school related activities due to severe misconduct by that student. A suspension can be short term, (5 days or less) or long term, (5 to 19 days.)

Reassignments. A formal procedure prohibiting a student to continue to attend classes in their present school. Reassignment is usually the result of compulsive misconduct or extremely severe misbehavior.

CHAPTER TWO

Review of Related Research and Literature

In recent years there has been a growing concern among educators regarding student discipline. Teachers express considerable concern about student misbehavior. Disruptive student behavior is a major factor contributing to teacher stress and job dissatisfaction. (Schneider, and Burgos 1987)

Parents view discipline as the most important problem in schools today. Research indicates a strong relationship between student achievement and such variables as teacher involvement in direct instruction, limited time spent on management problems, and student on task behavior. Schools in which students behavior is limited are characterized by higher student achievement.

The 20th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (1988) conducted in 1988 ranks discipline, and the problems which it endangers, as second only to drug use, among the most important problems that schools face. Lack of discipline has been viewed as the main problem in schools. (Schonberger, 1986)

Research shows that more positive approaches to behavior, taken with the school as a whole in mind, are more likely to succeed with more students. Good discipline tends to appear throughout entire schools, not just individual classrooms. (Lowe, and Gervais, 1984)

Staff members should be involved in defining the problems and establishing procedures and solutions. In schools with more than 20 staff members, a committee can be formed to develop ideas for discussion by the total staff. The committee's role should be to assist staff in obtaining information and to facilitate staff discussion and organization. (Jones, 1984)

Discipline is more effective when utilized as a preventive process. Positive steps taken before an offense occurs will be much more effective than punishment afterwards. Knoff (1984) describes the following three types of discipline preventive processes: (1) Primary prevention takes a broad, schoolwide, and community-based approach to actually preventing discipline problems before they occur. No specific group of students is targeted, and the goal of this approach is to make all students responsible for appropriate behavior. It involves communitywide discussions on discipline, the development of action plans, and programs integrated into the schools that involve students, teachers, administrators, parents, and other community resources.

(2) The next process identified by Knoff is secondary prevention. It focuses on a specific classroom or population in a school district that has historically been a significant discipline problem. This prevention program identifies the population, clearly defines the aberrant behavior; analyzes the individual, group, and organizational determinants of the behavior; and develops a number of potentially successful intervention programs based on this analysis. The ultimate goal is to develop programs that will foster appropriate behavior while anticipating and short-circuiting misbehavior before it becomes socially and educationally significant. Secondary prevention necessitates downward communication from the principal. The principal should identify the chronically misbehaving populations that require secondary preventive programs. He/She should initiate the problem-solving process: problem identification, problem analysis, intervention, and evaluation ideally using a team approach with representatives of the teaching and support staff. (Knoff, 1984)

(3) The third process is tertiary prevention. It provides direct services to individual students who manifest

significant misbehavior that interferes with both individual and group learning, socialization, and developmental progress. Tertiary prevention requires that communication move upward from the teacher to the principal in a clearly defined pattern. The teacher should identify potential problems and request assistance in advance. This process attempts to prevent future disruptions from the identified student. (Knoff, 1984)

While the schoolwide discipline approach appears to be the most comprehensive in comparison to other discipline plans, no school can afford to ignore any tool available to it in its effort to provide a well-disciplined and orderly environment, a necessary prerequisite to learning. (Lescault, 1988)

It is vital that the cooperative efforts of the entire staff be a part of the development of a schoolwide discipline plan. Faculty members will surely be more interested in applying rules that they themselves have had input in developing. (Schonberger, 1986) Inclusion of all staff can serve to improve the quality of staff relations. The quality of staff relationships will affect the ability to work cooperatively and creatively in planning, implementing and adjusting a schoolwide program. (Short, 1988) Involvement on the part of the staff provides consistency in expectations and methods of responding to student behavior which in turn minimizes student behavior. (Schonberger, 1986)

The collection and analysis of data is a vital part of establishing a schoolwide discipline plan. Jones (1984) suggests that schools should collect data relating to a student's average daily attendance, and daily referrals, and the reasons for referrals should be the basis of which the data is analyzed. Jones (1984) further proposes that once data have been obtained, students and staff can work to

implement activities aimed at creating more positive attitudes in identified problem areas.

The implementation of a schoolwide discipline plan must include clear, concise school rules that are systematically communicated to students, parents, and staff. (Jones, 1984) Once rules have been established, everyone involved must understand and have an opportunity to question and discuss the rules and procedures.

Proper implementation of a schoolwide discipline plan is crucial in order to be productive and responsive to student behavior. (Jones, 1984) Considering that patterns of student behavior are established during the first days of school, the chances of success for any discipline program are greatly improved if it is launched at the beginning of the school year. Planning and designing a discipline program should begin many months prior to the target date for its implementation. It should be firmly in place the first day of the new school year to project an overall sense of order and clear consistency of policy throughout the school immediately. (Lescault, 1988)

Students need to understand why reasonable rules are beneficial. In order to obey the rules, every student must first know exactly what the rules are. Clear rules eliminate questions as to what is expected of students and should outline consequences for infractions, thus making the imposition of sanctions fairer for all concerned. (Huber, 1984)

Students should be made aware of behaviors that are prohibited. They need to know what the maximum penalties are for specific behaviors, and the procedure that will be used to impose each penalty. (Medick, 1982)

An effective discipline plan includes written referrals from the teacher followed by written feedback from the administrator or staff member responsible for handling the

referral. It is crucial that the administrator or the individual responsible for dealing with consistent or serious behavior carries out his or her duties. (Schonberger, 1986)

A preventative approach to discipline should be tied many aspects of the school setting, rather than merely responding to particular problems as they arise. The most effective discipline programs focuses not just on eliminating misbehavior but on fostering positive attitudes that promote both learning and a peaceful school in which to learn. (Lowe, and Gervais, 1984)

Preventative intervention is most likely to show prompt, positive results when steps are taken to include approaches as diverse as dissemination of clear rules and standards; parent conferences; behavior contracts with students; handbooks written by and for students; staff development; and the introduction of promising techniques for classroom management. (Lowe, and Gervais, 1984)

Research indicates that a large number of schools that are well-disciplined have student-centered environments. Teacher-student problem-solving activities play a vital role in reducing behavior problems. (Short, 1988)

Any effective student discipline program must focus considerable time and energy on providing students with meaningful instructional activities that provide opportunities for individual success. (Jones, 1984)

Educators must incorporate components within the instructional program that take advantage of student's current skills and developmental needs while challenging students by including components that encourage the use of more advanced skills. (McDaniel, 1986)

Parents play an important part in influencing the behavior of students. An effective schoolwide discipline system should include a component for dealing with continual or serious student misbehavior through involving parents in a

consistent, predetermined manner that has been clearly articulated to staff, students and parents. (Jones, 1984)

Student handbooks are an effective means for disseminating discipline information. Handbooks should describe the discipline program and include a code of rules. Every student should receive a copy. They like having limits clearly defined. It is important that they know that the choice to follow rules is theirs, and that they are responsible for what they do. To ensure parent notification of school rules, many schools have a practice of requiring parent signature as acknowledgement of receiving their copy of the student handbook. The handbook distribution is the culmination of the discipline plan.

CHAPTER THREE

Design of the Study

This study was conducted at Mt. View Elementary School, an Omaha Public School, to determine if there is a difference in the behavior of students at Mt. View since the development and implementation of the schoolwide discipline plan.

Setting

Mt. View Elementary School is located in a racially balanced, middle-income community. It is a working class community in which both parents are present in seventy-five percent (75%) of the homes. However, in the majority of these homes both parents are employed.

The student body at Mt. View consists of approximately 410 students enrolled in kindergarten through the sixth grade. The classrooms are traditional, heterogeneously grouped, and self-contained.

Procedure

In developing a schoolwide discipline plan the goal of the Mt. View staff and parents was to make discipline a positive aspect of the school environment. A needs assessment was completed by the staff to identify specific misconduct and inappropriate student behavior that warranted a schoolwide discipline program. (see Appendix A) Once these were identified (see Appendix B) a discipline committee of volunteers and staff members selected by the principal consisting of teachers from each grade level, (kindergarten through sixth) special education, the media specialist, school psychologist, a paraprofessional, two parents and the principal, totaling fourteen persons gathered information on established discipline plans to share with remaining staff members.

The information gathered was used to determine if a schoolwide discipline plan could include components of consistency and fairness and make a difference in the behavior of students in school.

Following the staff's careful review of the various existing discipline plan models they agreed on a plan that would best meet the needs of the students and staff at Mt. View School. School rules that could be enforced effectively were established during staff meetings that were specifically devoted to formulating the schoolwide discipline plan based on the needs assessment. In addition the rewards for choosing to follow school rules and the consequences for choosing not to follow them were determined, (See Appendix C).

The entire staff and all members of the initial fourteen member discipline committee participated in extensive inservices on the philosophy and concept of the plan. These meetings were an essential phase in the process of providing a thorough understanding of the discipline plan and the method in which it was to be implemented. The inservices proved to be motivating as well as informative.

An important aspect to the success of the schoolwide discipline is the record keeping that is involved. In order to provide consistency in documenting student behavior, making student referrals and reporting student misconduct to parents uniform forms to use must be available to staff members responsible for these tasks. A committee of seven staff members and parents volunteered to assume the responsibility of ensuring that all the appropriate forms were available prior to implementation of the discipline plan, (See Appendix D).

Prior to the opening of the 1987-88 school year the initial fourteen discipline committee met with the executive board of the Mt. View School Parent Teacher Organization. (PTO)

The purpose of this meeting was to provide an overview of the schoolwide discipline plan. The board voted unanimously to support the plan.

The Mt. View Citizenship Discipline Plan was implemented at the beginning of the 1987-88 school year. A special committee worked extensively to formulate rules and make preparations that were crucial to the timely implementation of the plan.

Students were introduced to the new schoolwide discipline plan in their classrooms on the first day of school. Following the in class explanation of the discipline plan, teachers role played for students during an all school assembly. This was followed by a question and answer session. The schoolwide discipline plan was communicated to parents in the Family Handbook, (See Appendix C) that was sent home the first day of school. Parent or Guardian's signature verifying that they understand and approve of the new plan was requested. (See Appendix E) Classroom and schoolwide rules are posted in every classroom, and teachers are directed to review them on a regular basis. Consequences are posted and discussed so that students and parents are aware of what will happen if students choose not to follow school rules. Rewards and incentives are posted and discussed frequently to remind students of the benefits of choosing to follow the rules.

CHAPTER FOUR

Presentation and Analysis of Data

To answer the question, "Is there a difference in the behavior of students at Mt.View Elementary School since the implementation of the schoolwide discipline plan, data was collected from students, teachers, and records.

Initial student data was collected after one semester of implementation of the Schoolwide Discipline Plan at Mt. View Elementary School. An eight item questionnaire was administered to students to assess the level of student understanding of the rules established and their acceptance of the schoolwide discipline plan. Four hundred students were surveyed to determine their perceptions of the plan on the overall environment of their school, (See Appendix F)

Table I reveals that the students understand the discipline plan. Responses range from a hundred percent (100%) on enjoying following the rules (question 6) to seventy-eight (78%) concurring that the rules are easy to follow, (question 4). One hundred percent (100%) of the students enjoy the rewards of choosing to follow the rules.

Table I

Student Perception of the Mt.View Elementary School
Discipline Plan 1987

Questions	Yes	Percent	NO	Percent
1. I understand what our school rules are	376	94%	24	6%
2. I like knowing what the school rules are	376	94%	24	6%
3. I think our school rules are fair	312	78%	88	22%
4. Our rules are easy to follow	312	78%	88	22%
5. I like knowing what will happen if I choose to not follow the rules	387	97%	13	3%
6. I enjoy the rewards of choosing to follow the rules	400	100%	0	0
7. I feel good about our Citizenship plan	382	96%	8	4%
8. I hope we continue to have the Mt. View Citizenship plan	382	96%	8	4%

To assess the changes in perceptions after one (1) year of the implementation of the schoolwide discipline plan, students were given a second questionnaire, (See Appendix G) The seven item questionnaire was administered to examine student perception of the plans success and to determine if they liked the idea of having the same rules throughout the school (see table 2.)

Table II

The perception of Mt View Students following the First year of Implementation of the Schoolwide Discipline Plan 1988

Questions	Yes	No
1. Do you like knowing the rules and what's expected of you throughout the school? (Hallways, Cafeteria, Restroom, playground)	374 93%	26 7%
2. Do you like knowing the rules and what's expected of you in your classroom?	400 100%	0
3. Do you like earning the right to attend all school celebrations?	400 100%	0
4. Do you like working together to earn classroom celebrations?	252 63%	148 37%
5. Have you ever reached step 4? (Served Detention)	150 37%	250 63%
6. Do you like knowing exactly what the rules are by having them posted throughout the building?	378 95%	22 5%
7. Is it easier for you to learn when others follow the rules?	206 51%	194 49%

Students were asked to respond by circling yes or no. Responses ranged from one hundred percent (100%) of the students indicating that they liked knowing the rules and what is expected of them, (question 2) to fifty-one percent (51%) who reported that it is easier to learn when others follow the rules (question 7). Question eight (8) was open ended. (See Appendix g) It was designed for students in grades 3-6. (see Table 3)

Table III

Student Responses to What They Like Best About the Mt. View
Discipline Plan Grade 3-6 Only

Responses	Frequencies
I like the rewards (for being: nice, good, a good citizen, a good student, a nice person, being myself)	56
The all school celebrations	32
The marble jar	26
The teachers are fair	11
I like the super citizens parties.	10
I think it is great, (Wonderful, very good, nice, the best, fun)	6
I like it because the rules are fair.	5
Mrs. Hodges loves me, (us, this school, the children)	4
I feel special	3
It is easy to follow.	3
Not being punished for what someone else did.	3
If you've been good you get to go to good citizens parties.	3
It gives you (everybody) a chance	2
I like it because there aren't that many fights anymore.	2
It helps children obey and understand rules	1
These rules are what we needed	1
I like it best when it gets rid of people bothering me or threatening me.	1
The celebrations and punishing people that don't let people learn.	1
It has something good for me.	1
Everybody knows you're a good citizen when you go to the Super Citizen Celebration.	1
It makes my mom happy	1

A response of two hundred and twenty-five (225) which represented fifty-six percent of Mt. View's student body was possible. One hundred and seventy-three (173), seventy-eight percent (78%) of the students actually responded.

Responses to the essay question, "What do you like best about the discipline plan?," are listed. Some responses were very popular as indicated by the number of times they were repeated. Of particular importance was the reward structures. The four highest responses refers to the variations in the rewards, such as celebrations, marble jar, and parties. Mature ideas such as fairness, justice and love received more than token responses.

A survey designed to determine student's perception on the success of the schoolwide discipline plan, and how they perceive the fairness and consistency with which the plan was carried out, was administered during the second year of implementation, (See Appendix H) The seven item survey was given to all Mt. View students. Students were asked to put a check (✓) mark next to their preferred answer of YES, MAYBE or NO. One hundred percent (100%) of the students complied. Items three and seven required open ended essay answers. Two hundred and sixteen (216) students participated in this portion of the survey. This represented fifty-four percent (54%) of the students involved in the survey. One hundred and two (102) students answered both questions, One hundred and two (102) students answered both questions three (3) and twelve (12) students answered only question 7.

Table IV

Student Perception of the Mt.View Elementary Schoolwide Discipline Plan (1988)

Questions	Yes	Maybe	No
	%	%	%
1. Do you think the Citizenship Discipline plan at Mt. View has made this school a better place to learn.	173 43%	133 33%	94 24%
2. Do you think any rule changes need to be made?	143 36%	84 21%	173 43%
3. What rules, if any, need to be changed in the citizenship discipline plan? (See Table VI)			
4. Do you like the idea of the marble jar?	236 59%	87 22%	77 19%

Table IV Continued
 Student Perception of the Mt.View Elementary Schoolwide
 Discipline Plan (1988)

Questions	Yes %	Maybe %	No %
5. Do you think the rules are fair?	173 43%	105 26%	122 31%
6. Do you think your teacher uses the rules fairly?	205 51%	126 32%	69 17%
7. If you have any comments about Citizenship discipline plan please write them on the lines below. Try to be as accurate and fair as possible. (See Table V)			

Given the opportunity to respond to question three (3) "What rule, if any, needs, to be changed in the discipline plan?" Forty-One (41) students replied that they would like to eliminate the gold sheet. (See Table V)

The gold sheet is received by students that reach step three of the discipline plan. It includes the child's name and the rule that was broken. The student must take the gold sheet home to be signed by a parent or guardian, then returned to the teacher the following school day. If the child "forgets" to return it he/she must phone home requesting that it be brought to school. Forty-five (45) students responded that they like the discipline plan.

Student acceptance or rejection is reflected in question #7 which asked for any comments they had regarding the plan. (See Table VI)

Table V

Student Perception of Rules in Need of Change

Comments	Frequency
NO gold sheets.	41
Don't include completing your work on time.	18
Completing your work on time	12
No playing on playground equipment before or after school.	6
Change speaking only with permission.	5
Change the NO talking in the halls.	5
Can't talk in line going outside from the cafeteria	3
Don't have detention	3
Go directly home after school	2
You do not have to change a any rules	1
Follow directions	1
Teachers discretion	1
You should be able to go to the All School Celebration even if you get on Step 3	1
You should only be eliminated from Citizenship Celebration if you have noon detention.	1
If you smart off you should go to the Principal.	1
Don't write names on the board.	1

Table VI

Student comments about the Citizenship Discipline Plan

Comments	Frequency
I like the discipline plan.	45
I don't like the gold sheets	34
I hate detention	7
I like having the Kids play games to have fun.	4
Have the Super Citizen Celebrations earlier in the month.	3
I don't have any comments.	2
You shouldn't be punished for breaking rules - just warned.	2
I think I like all the things we do.	1
I like this school very much but I don't want any fights.	1
I like the way it runs.	1
It is fair	1
Some ideas for Super Citizens All School Celebrations are soccer, volleyball and basketball.	1
Some people can't finish their work on time because it might be hard for them.	1
If you can't attend Super Citizen Celebrations you shouldn't be allowed to attend other school activities.	1

To obtain comparative data on the effects of the schoolwide discipline plan a questionnaire was designed to survey teachers in neighboring schools with schoolwide discipline plans and teachers in neighboring schools without schoolwide discipline plans, (See Appendix I) Surveys were sent to ninety (90) teachers representing these four neighboring schools. Seventy-eight (78) teachers responded representing an eighty-seven percent (87%) return. Thirty five (35) of the teachers that responded teach in schools that have a schoolwide discipline plan. These teachers represent forty-five percent (45%) of the respondents. The remaining forty-three (43) teachers teach in schools without a schoolwide discipline plan. This group represents fifty-five percent (55%) of the teachers that participated in the survey. Teachers responded to fifteen (15) behaviors with always (A), usually (U), sometimes (S), and never (N). For the purpose of reporting the results, always and usually are combined into one group, and sometimes and never in another. For example in question 1. "Teachers treat students as persons," the tally result for schools with a schoolwide discipline plan was ALWAYS = 4, USUALLY = 31, SOMETIMES = 0, and NEVER = 0. They are reported as A/U 35 (100%), and S/N 0 (0%)

Table VII reflects teacher perception.

Table VII
 Perception of Teachers in Schools With a Schoolwide Discipline Plan
 Compared to Teachers in Schools without a Schoolwide Discipline Plan

Questions	With Plan		Without Plan	
	A/U	S/N	A/U	S/N
1. Teachers treat students as persons.	35 100%		43 100%	
2. Teachers in this school are proud to be teachers.	35 100%		43 100%	
3. Students feel important	35 100%		43 100%	
4. This school makes students enthusiastic about learning.	35 100%		38 88%	5 12%
5. Support is given to our school by parents.	10 29%	25 71%	19 44%	24 56%
6. Our school rules are effective in developing positive student behavior.	28 78%	7 22%		43 100%
7. Staff uses agreed upon school rules for each class within our school.	35 100%			43 100%
8. Rules are consistently explained to students, and displayed within the classroom.	32 91%	3 9%	35 81%	8 19%
9. Our school possesses a schoolwide discipline plan that is followed.	35 100%			43 100%
10. In developing our schoolwide discipline plan staff, parent. and student input was used.	27 77%	8 23%		43 100%
11. Our schoolwide discipline plan gives me a fair consistent approach to discipline.	35 100%			43 100%
12. There are few disruptions within the classroom that deters from an instructional environment.	20 57%	15 43%		43 100%
13. We do not possess a schoolwide discipline plan but I have managed to maintain a well disciplined classroom.		35 100%	43 100%	
14. The administration alone has established a workable discipline that is designed to meet their leadership style.	4 11%	31 89%	24 56%	19 44%
15. It is safe for students and staff to go anywhere in or around the building.	35 100%			43 100%

A/U = Always / Usually S/N = Sometimes / Never

Teachers in each category feel that teachers treat students in a manner that results in students feeling important. This is reflected in questions 1 and 3 of the survey. In schools with a schoolwide discipline plan, eleven percent (11%) of the teachers feel that the building principal is the primary disciplinarian in their school. While fifty-six percent (56%) of the teachers in schools without a schoolwide discipline plan view the principal as the primary disciplinarian. This is further evident in question 14.

At the conclusion of the four year study of the effects of a schoolwide discipline plan on the behavior of students at Mt. View Elementary School, students in grades 4-6 were surveyed, (See Appendix J). The purpose of surveying students in these grades only was to determine the perception of students involved in the study since its inception, regarding the impact on the total school environment.

In order to determine if students in schools with a schoolwide discipline plan have a more positive perception of their school's environment than do students in schools that do not have a schoolwide discipline plan, the same survey that was given to Mt. View Students was administered to students in four neighboring schools, (See Appendix I) Two of those schools do have a schoolwide discipline plan, and two do not. Table VIII shows the result of that survey.

Table VIII

Table VIII

Perception of Intermediate Grade Students in Schools with Schoolwide Discipline Plans and Schools without Schoolwide Discipline Plans

Questions	With Plan			Without Plan		
	A	S	N	A	S	N
1. It is safe for students and staff to go anywhere in or around the building.	68 33%	112 54%	28 13%	57 31%	93 50%	35 19%
2. I can come to school without fear of being bullied.	98 47%	81 39%	29 14%	90 49%	60 32%	35 19%
3. Students can count on teachers to listen to their side of the story and to be fair.	89 43%	101 48%	18 9%	68 37%	76 41%	41 22%
4. Being a good citizen is important.	178 86%	24 11%	6 3%	143 77%	33 18%	9 5%
5. Rules are enforced fairly and consistently.	89 43%	99 47%	20 10%	48 26%	102 55%	35 19%
6. Our school is a better place when students are good citizens	151 73%	52 25%	5 2%	116 63%	64 34%	5 3%

The majority of students in schools both with and without a schoolwide discipline plan feel that school is a better place when students are good citizens. This is indicated by the response to question 6 with seventy-three percent (73%) agreement by students in schools with a schoolwide discipline plan, and sixty-three percent (63%) agreement from students in schools without a schoolwide discipline plan.

Question 3 of the survey reflects that nine percent (9%) of the students in schools with a schoolwide discipline plan compared to twenty-two percent (22%) of students in schools without a discipline plan feel that when they are in trouble

teachers do not give them an opportunity to tell their side of the story.

A comparison of Mt. View School student behavior during the two year period prior to the implementation of the schoolwide discipline plan, and the two year period with the schoolwide discipline plan is shown in Table IX.

Table IX
Mt. View Elementary School Pre-Post Frequencies of Event
Related to Discipline

Events Related to Maintenance of Discipline	Pre 1985-1987	Post 1987-1989
1. Student/Principal Conferences	357	259
2. Letters to Parents	115	143
3. Phone Conferences with Parents	128	120
4. Detentions	11	44
5. In House Suspension	38	37
6. Playground Suspension	28	24
7. Suspension	28	14
8. Conferences with Parents	28	16
9. Reassignments	0	1

Some of the characteristics noted after implementation of the schoolwide discipline plan are the decrease of ninety-eight (98) student /principal conferences, an increase of forty-four (44) after school detentions, and the minor playground suspensions which basically remained status quo with a decrease of only four (4).

The data reveals that the implementation of the schoolwide discipline plan at Mt. View School had many positive results. Staff communication increased because a

schoolwide approach to discipline requires regular staff discussion. School spirit was enhanced, students feel good about their school; which has a direct affect on how children behave and cause students to be proud of their school and school environment.

Staff members of schools with a schoolwide discipline plan feel more confident and competent when handling inappropriate student behavior. Because there is a concrete plan to follow in making the appropriate decision to discipline children, everyone involved including students, parents and staff understand what is expected of students. They are aware of both the consequences of choosing not to follow the rules, and the rewards of choosing to follow the rules.

Parents are included early in the development of the schoolwide plan and are kept informed on their child's progress throughout the school year. It appears that parental support and cooperation increased.

The schoolwide discipline plan has been instrumental in students learning many self discipline skills which has helped to improve the learning environment within individual classrooms and throughout the school building.

Chapter Five

Summary Conclusions and Recommendations

Summary

The purpose of this study was to determine if there is a difference in the behavior of students at Mt. View Elementary School since the implementation of the schoolwide discipline plan as compared to the behavior of students at Mt. View prior to the schoolwide discipline plan.

The Question investigated was: Is there a difference in the behavior of students at Mt. View Elementary School since the implementation of the schoolwide discipline plan?

The schoolwide discipline plan was implemented at Mt. View School for the purpose of providing 1. a means of rewarding positive student behavior, 2. a consist and fair approach to improving behavior, 3. to ensure students a safe and positive atmosphere in which to learn.

Extensive research, orientation and planning took place prior to implementing the schoolwide discipline plan. In order to assure the needs of the Mt.View population were met; students, staff and parents were involved in establishing the plan. The schoolwide rules outlined in the discipline plan are a direct outcome of the needs assessment completed by staff members. They are clear and concise. (See Appendix C) When students follow these rules all students enjoy their rights to an education in a safe environment.

Conclusion

The behavior of students at Mt. View Elementary School improved during the two year period proceeding the implementation of the schoolwide discipline plan. Students, staff and parents are aware of the significant difference. Students stated that they like knowing what will consistently happen if they are not good citizens. They enjoy recognition for good behavior and they are glad there are consequences for students that display negative behaviors.

The schoolwide discipline plan proved very beneficial for staff members. They feel that, by students knowing what the school rules are and understanding the rewards and consequences outlined in the plan, they have a fair and consistent means for dealing with discipline. With the discipline plan they have found that they spend less time dealing with students engaging in misconduct. Therefore they are able to devote more time to instruction, and making learning enjoyable for their students.

The schoolwide discipline plan received strong support from the majority of the parents. The need for good discipline in the school environment was a major concern. Regular communication between school and home is an important aspect of the discipline plan. Parents are constantly informed of their child's behavior, negative or positive. Several parents experiencing difficulty with their child's behavior, now use the discipline at home.

Good discipline is a process to be taught. Through effective discipline students learn that discipline is the responsibility of everyone in the school. They accept that responsibility and everyone benefits because of it.

Recommendations

This study has provided evidence that students, teachers, parents and administrators perceive a schoolwide discipline plan to be a means of achieving positive student behavior and a fair, consistent means for dealing with student behavior.

Schools Principals that want to develop a schoolwide discipline plan must include students, staff and parent representation in the development of a plan to meet the specific needs of their school. Include students, staff and parents in a needs assessment, brainstorming, and in the writing of the plan.

A topic for further research would be a comparison of the achievement in various subject areas or test scores of students during the two year period prior to implementation of the schoolwide discipline plan compared to the two years proceeding implementation of the plan.

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Appendix A

TO: Staff
FROM: Mrs. Hodges
DATE: March 8, 1987
SUBJECT: Student Discipline Needs Assessment

A portion of several past staff meetings have been devoted to concerns regarding student discipline. In addition to that I have conferenced with several of you individually about discipline.

Strong consideration is being given to developing and implementing a formal discipline plan that will be schoolwide. In order to design or choose a plan that is suited to meet the needs of our school, it is important that our perceived needs are clear.

Please list six, (6) student behavior concerns in priority order with 1 representing that behavior of most concern down through 6, which represents the behavior of least concern.

1.

2.

3.

4.

5.

6.

Appendix B

Mt. View Elementary School
Student Discipline Needs Assessment

Listed below are the characteristics identified, by staff, as discipline problems displayed by our students. Behaviors included are those that appeared on at least two individual staff response sheets. They are not listed in order of severity.

1. talking back to staff/argumentative students
2. discourteous behavior toward peers
3. following directions
4. staying in seat
5. disruption in the halls
6. disrespectful to traveling teachers
7. disrespectful to substitute teachers
8. incomplete assignments
9. misbehavior on playground before/after school
10. misbehavior on playground during noon recess
11. keeping hands to him/herself
12. listening courteously
13. fighting
14. name calling
15. running and shouting in the halls
16. poor behavior during assemblies
17. inappropriate language

Appendix C

MT. VIEW CITIZENSHIP DISCIPLINE PLAN

We believe that a child learns best when he/she is happy and in an atmosphere of courtesy, safety, caring, respect and discipline. The reasonable guidelines for student behavior at Mt View have not changed. Students have always been expected to follow these few rules. Our procedure for dealing with children who do follow the rules will be to recognize them at assembly programs. Our procedure for dealing with children who do not follow the rules will be consistent and fair. Everyone will know what to expect if they choose to break a rule.

Mt. View students will be expected to follow these rules while in the hall:

1. Speak and listen courteously to everyone
2. Keep hands, feet and objects to yourself
3. Follow directions
4. Walk directly to destination

Positive and Discipline Sanctions are the same as for individual classrooms. See letter from individual teachers.

Mt. View students will be expected to follow these rules in the cafeteria:

1. Speak and listen courteously
2. Keep hands, feet and objects to yourself
3. Follow directions
4. Always walk in the cafeteria
5. Talk quietly to the people at your table
6. Use good table manners

Appendix C (Continued)

Mt. View students will be expected to follow these rules on the playground/classroom at Noon:

1. Speak and listen courteously to everyone
2. Keep hands, feet and objects to yourself
3. Follow Directions
4. Use equipment appropriately
5. Walk quietly and directly to and from playground
6. Line up immediately when the bell rings

Mt. View students will be expected to follow these rules on the playground before and after school:

1. Speak and listen courteously to everyone
2. Keep hands, feet and objects to yourself
3. Follow directions
4. Obey safety rules
5. Go directly home at dismissal time-no playing on equipment before or after school
6. All waiting after school on primary playground

Mt. View students will be expected to follow these rules in the Restroom:

1. Speak and listen courteously
2. Keep hands, feet and objects to yourself
3. Follow directions
4. No writing instruments allowed
5. Use facilities properly
6. No talking or yelling

Positive Sanctions:

- a. Schoolwide celebrations - monthly
- b. Earn points for classroom celebration
- c. Citizenship awards
- d. Stickers
- e. etc.

Appendix C (Continued)

Discipline Sanctions:

- a. 1st warning - name on board
- b. 2nd warning - Time out in classroom for 15 minutes.
Write rule that was broken.
- c. 3rd warning - Sent to another classroom for 30 minutes.
- d. 4th warning - Stay after school or lose noon recess (30 minutes). Teacher calls home.
- e. 5th warning- Principal's office
- f. Severe disruption - Student is immediately removed to the principal's office.

Classroom teachers will be sending their classroom procedures home to you with this handbook. Please read them carefully, as well as these building, cafeteria, and playground rules. **Parental support is a key factor in student discipline.** We are looking forward to working closely with you in the best interest of your child. If you want to visit with the teacher or with me about this plan, be sure to do so.

Appendix D

DATE: _____

Dear Parents:

Your child, _____ choose to break a school/classroom rule today. He/she reached STEP _____ of the expected consequences. Since we were unable to reach you by phone we are asking that you discuss the day's incident(s) with your child, sign the statement below and return it to school on the next school day.

If you have any questions or comments please indicate below, refer to the Family Handbook which explains the DISCIPLINE PLAN, or contact us here at school 554-6106. Thank you for your cooperation.

Teacher Comment: _____

I have discussed and understand the events with my child that prompted the use of the DISCIPLINE PLAN.

Parent/Legal Guardian signature.

Comments:

Appendix D (Continued)

Name _____ Date _____

WARNING I got a warning because

I broke rule # _____

Write the rule you broke _____

What will you do next time? _____

FIRST I got a check because

I broke rule # _____

Write the rule you broke _____

What will you do next time? _____

Please discuss with your child the reasons why he/she should follow these rules and list below.

Parent Signature _____

Teacher _____

CONSEQUENCE #3 _____ Date _____

A. I am on consequence # 3 because I did not bring back my signed note for consequence #2. OR

B. I have to do the work in this folder because I broke rule # _____

I still have to complete all of my classroom work when I have completed 30 minutes in another classroom.

Student _____

Parent Signature _____

Teacher _____

Appendix D (Continued)

Name _____ Rm # _____ Date _____

Rules	Hall/Bathroom	A.M./ P.M. Playground
1. Obey safety rules		
2. All waiting on primary playground		
3. Go directly home-no playing on equipment before or after school		
4. Speak and listen courteously		
5. Keep hands, feet and objects to self		
6. Follow directions		
7. Walk directly to destination with proper pass		
8. Speak only with permission		
9. Respect school property		
10. No writing instruments allowed		
11. Use facilities properly		
12. No talking or yelling		

Supervising Teacher _____
Signature

Appendix D (Continued)

NAME _____ DATE _____

The following rule(s) was/were broken:

Rules	Noon Recess
1. Speak and listen courteously to everyone	_____
2. Keep hands, feet, and objects to self	_____
3. Follow directions	_____
4. Use equipment appropriately	_____
5. Walk quietly and directly to and from playground	_____
6. Line up immediately when bell rings	_____

DETENTION SLIP

NAME _____ ROOM # _____

Date detention served _____

_____ Detention successfully completed

_____ Detention not successfully completed

Detention Teacher

Appendix E

Mount View School Citizenship Plan

Dear Parent:

The following is a brief explanation of the program. We are planning a parent meeting early in the school year for further discussion. If you have any questions, please don't hesitate to contact us.

Each staff member at Mount View School will be operating under the following philosophy:

"I believe all my students can behave appropriately in school."

"I will tolerate no student stopping me from teaching and/or any student from learning."

My Class Rules:

1. Speak and listen courteously to everyone.
2. Keep hands, feet, and objects to self.
3. Follow directions.
4. _____
5. _____
6. _____

Students who behave will earn the following:

1. Classroom celebration time.
2. Positive reinforcements.
 - a. frequent praise
 - b. notes home
 - c. stickers
 - d. game outside
 - e. etc.
3. All school SUPER CITIZENS Celebration

If a student chooses to break a rule, the following order of consequences can be expected:

- Step 1. WARNING - Name on board.
- Step 2. Time-out in classroom for 15 minutes, write rule that was broken, what happened and why the rule needs to be followed. Send note home and have signed by parents.

Mount View School Citizenship Plan (Continued)

- Step 3. Send to another classroom for a minimum of 30 minutes with written work to do and noon detention.
- Step 4. Detention after school the same day or the next day from 3:30-3:45 and the teacher calls home. This detention time will increase 10 minutes after the third infraction. Parent is responsible for child getting home.
- Step 5. Send to principal's office or to another room in his/her absence, until principal is able to follow up.
- a. Principal's Discipline Consequences
 1. Call home.
 2. Parent conference or home visit
 3. All day detention.
 4. Sent home for the day with parental agreement.
 5. Suspension.
 - b. Severe Disruption
 1. Student is immediately removed to the principal's office

It is in your child's best interest that we work together in relationship to his/her schooling. I will be in close contact with you regarding your child's progress in my classroom. Please sign the tear-off and have your child bring it with him/her to school tomorrow. If you have any questions or comments, please feel free to call me or write them on the tear-off.

Sincerely,

I read and understand the Discipline Plan for my child's classroom.

Parent/Guardian's Signature

Appendix F

Mt. View Students Citizenship Survey

Please answer **each** question by circling yes or no.

1. I understand what our school rules are
YES NO
2. I like knowing what the school rules are
YES NO
3. I think our school rules are fair
YES NO
4. Our rules are easy to follow
YES NO
5. I like knowing what will happen if I choose to not follow the rules
YES NO
6. I enjoy the rewards of choosing to follow the rules
YES NO
7. I feel good about our Citizenship Plan.
YES NO
8. I hope we continue to have the Mt. View Citizenship Plan
YES NO

Appendix H

STUDENT RULES QUESTIONNAIRE

MARCH, 1989

MT. VIEW SCHOOL

 Please place a check mark to indicate your answer

1. Do you think that the citizenship discipline plan at Mt. View has made this school a better place to learn?

yes _____ maybe _____ no _____

2. Do you think that any rule changes need to be made?

yes _____ maybe _____ no _____

3. What rules, if any, need to be changed in the citizen discipline plan? Please list:

4. Do you like the idea of the marble jar?

yes _____ maybe _____ no _____

5. Do you think that the rules are fair?

yes _____ maybe _____ no _____

6. Do you think that your teacher uses the rules fairly?

most of the time _____ sometimes _____ never _____

7. If you have any comments about the citizenship discipline plan that we have not covered in the above questions, please write them down below. Try to be as accurate and fair as possible.

Appendix I

TEACHER SURVEY**Teacher Perceptions as to how a Schoolwide Discipline
Plan Effects Student Behavior**

May 1989

PERCEPTION KEY**A = Always Agree****S = Sometimes****U = Usually Agree****N = Never Agree****TEACHER
PERCEPTION**

1. Teachers treat students as persons.	A	U	S	N
2. Teachers in this school are proud to be teachers.	A	U	S	N
3. Students feel important.	A	U	S	N
4. This school makes students enthusiastic about learning.	A	U	S	N
5. Support is given to our school by parents.	A	U	S	N
6. Our school rules are effective in developing positive student behavior.	A	U	S	N
7. Staff uses agreed upon school rules for each class within our school.	A	U	S	N
8. Rules are consistently explained to students, and displayed within the classroom.	A	U	S	N
9. Our school possesses a schoolwide discipline plan that is followed.	A	U	S	N
10. In developing our schoolwide discipline plan, staff, parent, and student input was used.	A	U	S	N
11. Our schoolwide discipline plan gives me a fair consistent approach to discipline.	A	U	S	N
12. There are few disruptions within the classroom that deters from an effective instructional environment.	A	U	S	N
13. We do not possess a schoolwide discipline plan but I have managed to maintain a well disciplined classroom.	A	U	S	N

TEACHER SURVEY (Continued)

**Teacher Perceptions as to how a Schoolwide Discipline
Plan Effects Student Behavior**

May 1989

PERCEPTION KEY

A = Always Agree

S = Sometimes

U = Usually Agree

N = Never Agree

**TEACHER
PERCEPTION**

- | | |
|--|---------|
| 14. The administration alone has established a workable discipline plan that is designed to meet their leadership style. | A U S N |
| 15. It is safe for students and staff to go anywhere in or around the building. | A U S N |

Appendix J

STUDENT SURVEY
May 1989

**Student Perceptions as to how a Schoolwide Discipline
Plan Effects Student Behavior**

Perception Key

A = Always S = Sometimes N = Never

	STUDENT PERCEPTION		
	A	S	N
1. It is safe for students and staff to go anywhere in or around the building.	A	S	N
2. I can come to school without fear of being Bullied.	A	S	N
3. Students can count on teachers to listen to their side of the story and to be fair.	A	S	N
4. Being a good citizen is important.	A	S	N
5. Rules are enforced fairly and consistently.	A	S	N
6. Our school is a better place when students are good citizens.	A	S	N
7. I am in grade:			
Four			
Five			
Six			
8. I am a:			
Boy			
Girl			