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Behavior Management Guide for Auburn Riverside High School

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ABSTRACT

BEHAVIOR MANAGEMENT GUIDE FOR AUBURN RIVERSIDE HIGH SCHOOL

By

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This project examined preventative and proactive behavior models and strategies that effect positive school climate and minimized misbehavior. The review of current research found that schools were more successful in reducing or eliminating violent behavior when a positive school-wide behavior program was developed with input from staff, students, community and parents and was frequently monitored and assessed over time. Included is a High School (9-12) Behavior Manual that focused on teaching good behavior and expectations and support for students using an in-school suspension model for students that need remediation. The overall purpose of this guide was to assist teachers and staff with the task of student discipline and school policies designed with that in mind.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

<u>Introduction</u>

"Few students come to school without problems, and no school

succeeds in helping students grow without addressing their problems.

Dealing with student behavior is integral to our role. Discipline is

hard work, but creative discipline that fosters a sense of responsibility

and ownership reaps long-term benefits." (Krajewski, Martinek and

Polka, 1998, p. 7)

Krajewski et al (1998) suggested that school discipline must be a process that

includes all involved in the educational effort. Sprick (1985) stated that every secondary

school should have a comprehensive discipline policy in order to ensure that students

know what is expected of them and teachers have the resources they need to handle

student behavior problems. In addition, Sheets (1996) stated that the most important goal

of any discipline program should be to change unwanted student behavior.

As reported in a Phi Delta Kappan poll of teachers by Krajewski et al (1998)

cheating, inappropriate classroom behavior and skipping classes were among the top

discipline concerns. "A disorderly environment demoralizes the most academically able

students. For those who are left behind, a disorderly atmosphere breeds more

misbehavior" (Y.L. Jack Lam, 2000, p. 84). A study by Lewis and Sugai (1999) found

that only half of American school children reported feeling safe in their schools. The

Center for Disease Control reported in 1998 that one out of every five teachers could cite

incidents of verbal or physical threats from students in the past twelve months

(Tschannen-Moran, 2001). In addition, Oswald and Safran (2003) reported that punitive

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and reactive discipline measures might actually increase the occurrence and severity of the behaviors they are designed to reduce.

Sesko (1999) pointed out that the major reasons for students being disciplined are not for dangerous or violent acts but for minor infractions such as non-compliance and being truant or tardy. Mayer (2002) added that studies indicate approximately four of every five disruptive students can be traced to some dysfunction in the way schools are organized, staff members are trained, or schools are run. Peterson and Skiba (2001) postulated that the climate of a school might directly affect a variety of learning outcomes. This was reinforced by Mayer (2002) when he stated that a lack of administrative support could be aversive for staff, fostering a greater reliance on punitive methods of control in managing student behavior.

Research findings have provided strong evidence that violence is largely learned and consequently can be prevented through teaching alternatives to violence (Breunlin, Cimmarusti, Bryant and Hetherington, 2002). Tschannen-Moran (2001) reported evidence that teaching conflict management skills not only helped students get along with one another, it could improve their comprehension of core curriculum subjects. Morris and Howard (2003) suggested that the focus of any discipline program should be to incorporate a developmental or rehabilitative component that assumes misbehavior is a symptom of an underlying problem that must be identified and resolved. Pastor (2002) noted, in order to prepare children to be productive citizens of a democracy, teaching them to understand and exercise their choices and voices becomes principal.

Sautner (2001) cited several findings dealing with students' responses to school-wide discipline programs. Initially, he found that "Eighty-five to Ninety percent of all students respond appropriately to a school-wide discipline system when social skill instruction, positive reinforcement systems, teaching and modeling of behavior expectations and firm, fair and corrective consequences are employed" (p. 41). Tschannen-Moran (2001) and Sautner (2001) additionally found that students positively responded and improved comprehension of core concepts when classroom and small-group strategies were used that included intensive social skill instruction, self-management programs, adult mentors, and increased academic support. Morris and Howard (2003) noted that group counseling approaches could reduce truancy, increase attendance, raise grade point averages, and improve student behavior.

Scholars such as John Sheets (1996) believed that for a school to be truly effective, the total discipline policy must be clearly defined and implemented. Tschannen-Moran (2001) summarized results that showed a link between discipline programs that included conflict management training and a more positive school climate. It was also noted that teachers in those same programs felt a greater sense of efficacy as well as greater faculty trust in the principal, colleagues and students (Tschannen-Moran, 2001).

<div align="center">Statement of the Problem</div>

Can a school-wide approach to discipline that includes teacher and administrative support and is implemented with consistency improve the behavior of students and

positively affect the school climate? Will teachers feel supported in the way student misbehavior is handled under the new plan? Will this new behavior plan allow administrators to focus on facilitation of education and by doing so have a positive impact on the overall performance of students at school?

Purpose of the Project

The purpose of this project was to create and implement a school-wide discipline plan in the Auburn School District at Auburn Riverside High School. The plan was designed to include preventative as well as assistive curriculum for students who met the criteria for needing additional behavior support. Specific curriculum on bullying and character education was included for school-wide use.

Limitations of the Project

This project was designed to create an effective discipline program and in addition positively affect school climate for middle and high schools in the Auburn School District. It was created specifically for Auburn Riverside High School in Auburn Washington. The school is a suburban; Ninth through Twelfth grade comprehensive High School. This plan may not be appropriate for elementary school settings.

Research

The Review of literature was limited to research conducted and articles written over the past 12 years. Additional information was attained from 12 area public high schools with student populations similar to Auburn Riverside High School.

Definition of Terms

For the purpose of this project the following terms were defined.

Behavior Support: A set of guidelines established to be proactive, to prevent problem behavior by altering a situation prior to problems escalating and to teach appropriate alternatives (Safran and Oswald, 2003).

Bullying: A form of aggression in which one or more children repeatedly and intentionally intimidate, harass, or physically harm a victim who is perceived as unable to defend himself or herself (Glew, Rivara and Feudtner, 2000).

Discipline: The degree of order and structure within a school (Mukuria, 2002).

Disruptive Behavior: "Behavior that interferes with the student's own learning and/or the educational process of others, and requires attention and assistance beyond that which traditional programs can provide or results in frequent conflicts of a disruptive nature while the students is under the jurisdiction of the school, either in or out of the classroom." (Morris and Howard, 2003)

School Climate: The feelings that students and staff have about the school environment over a period of time (Peterson and Skiba, 2001).

School-wide Discipline Policy: The written form of behavioral expectations and consequences that are available to students and staff members. The policy can be in a student friendly format as well as a style that is suitable for professional educators (Borelli, 1997).

CHAPTER TWO

A REVIEW OF RELATED LITERATURE AND INFORMATION

OBTAINED FROM SELECTED SOURCES

Introduction

Many discipline experts agreed, (Lam, 2000; Safran and Oswald, 2003; Lewis and

Sugai, 1999; Peterson and Skiba, 2001) that students in public schools have exhibited an

increasing number of undesirable or negative behaviors requiring disciplinary action.

Lam (2000) and Mukuria (2001) maintained that schools had actually contributed to these

increases, including student violence, through weak administration. The need for

disciplinary programs that identified, assisted and educated students with a high

incidence of disciplinary referrals has been well established (Mukuria, 2002; Breunlin et.

al, 2002; Cunningham and Henggeler, 2001; Safran and Oswald, 2003). Secondary

schools that have developed and effectively implemented well-designed discipline plans

with prevention education components have significantly reduced or eliminated the

number of bullying incidents and in conjunction have positively affected the overall

climate in their schools (Skiba and Peterson, 2001).

Rationale for a School Wide Discipline Plan

Lewis and Sugai (1999) noted that problem behavior was the single most common

reason that students with disabilities were removed from regular school, work, and other

settings. Male, minority and academically and behaviorally challenged students were

suspended in disproportionate numbers from those not experiencing those problems

(Breunlin, Cimmarusti, Bryant-Edwards and Hetherington, 2002). Leitman and Binns

(1993) showed that only half of American school children reported feeling safe in their

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schools and a report by the U.S Department of education (1995) concluded that nearly

16% of high school students reported being threatened with a weapon at school. In a

study by the National Association of Secondary School Principals (NASSP), Ma, Stewin

and Mah (2001) asserted that twenty five percent of students surveyed indicated that one

of their most serious concerns at school was the "fear of bullies". Hoover et al. (1992) in

their study of students aged 12 to 18 reported that 75 percent of respondents had been

bullied at least once and that 14 percent of both girls and boys had reported to have

suffered some trauma from the incidents. Borg (1998) showed that 8 percent of children

had tried to commit suicide, run away, refused to go to school or had been chronically ill

due to bullying. In a report issued in 1996 by the National School Safety Center, it was

stated that nearly 3 million crimes, "mainly bullying, fighting, carrying weapons and

gang related activities", occurred on or near school campuses each year (Ma, Stewin and

Mah, 2001, pg. 250).

The effects of bullying on students has often led to more violent and even

disastrous consequences for both the bully and his or her victims (Hazler, 1994).

Longitudinal research by Eron and Huesman (1987) found that most bullies identified in

primary grades, had committed at least one crime by the time they had reached their

adulthood and that 25 percent had a record having committed several crimes by the age

of 30. Conversely, victims of bullying responded with behaviors that were detrimental to

their learning process including avoidance of school and or certain areas, decline in

academic performance, loss of self-esteem and in some extreme cases, committing

suicide or killing bullies (Slee, 1994; Ma, Stewin and Mah, 2001). Borg (1998) found in a

study involving 6,282 school-aged children, that approximately 33 percent of them felt vengeful, anger and self-pity when they were the targets of bullying.

Fighting was also perceived to be a real and growing problem among the nations middle and high school populations in a report from the School of Public Health that found 33 percent of 1,558 junior and senior high school students nationwide reported the inability to control anger and 41 percent agreed that if challenged, they would respond with the use of violence (Harvard University Gazette, 1998). The U.S. Department of Education's National Center for Education Statistics (NCES) claimed that the highest occurring reported crimes in public schools were physical attacks or fights not involving a weapon (Kelly, 2003). Illustrated in a study by McConville and Cornell, (2003) student attitudes toward aggressive behavior were found to be a significant predictor of violent behavior. Bullies were shown to be often aggressive toward their teachers, parents, siblings and peers and had a more positive attitude toward violence (Glew, Rivara and Feudtner, 2000). Schools were shown to be increasingly relied upon as places that taught students the skills to cope with negative peer interaction as Dekovic et al. (2003) and Jackson (1998) point out; parents may or may not have provided support for their children in vital areas which translated directly to predictable antisocial behavior. Dekovic et al (2003) and Lewis and Sugai (1999) found that antisocial behavior in students could be predicted based on the quality of interactions and the behavior management practices parents had with their students, further strengthening Walker's (2001) position on the need for schools to implement curricula designed to teach students acceptable behaviors. Changing schools in ways that taught and strengthened appropriate behaviors was a heavily repeated point in Hester's (2002) research. Paramount to this

change process were the results of data collected by Hazler, Miller, Carney and Green (2001) in a study of bullying situations. They found that adults tended to be less likely to recognize peer on peer bullying unless physical threat or abuse was involved (Hazler, Miller, Carney and Green, 2001).

<div align="center">Building a Quality Discipline Program</div>

The involvement of any and all stakeholders in the development and implementation of the discipline process was a central point made by many scholars (Borelli, 1997; Jackson, 1998; Lam, 2000; Palardy, 1996; Tate, 2001; Walker, 2001; Williams, 1998) on the subject of building a quality plan that worked for everyone. Schools in which the discipline system was developed with input from the students and faculty themselves saw significant reductions in the number of discipline referrals and misbehavior of students (Furtwengler, 1996). Borelli (1997) postulated that teachers would support programs if they had been part of their development and had accepted them.

In too many instances, schools ignored or modified discipline and took a symptomatic rather than causal approach (Krajewski, Martinek and Polka, 1998). Lam (2000) involved students, parents, and staff in the development of a three level process that included identification of student behaviors to be corrected, how problems were to be dealt with and who was involved in the process. Student to student discipline monitoring and modeling of appropriate behaviors by all were identified as critical to reducing the occurrence of student misbehavior in any school (Tate, 2001; Walker, 2001). Crucial to any discipline plan was Sesko's (1999) idea that consequences for infractions of the policy should be carried out in the same manner for all students inasmuch as the law

allowed. Mukuria (2002) noted that results indicated principals in her research felt that parent involvement in the discipline process was critical to its success. When students involved in a study by Furtwengler (1996) were asked to identify and address school problems they had previously considered invisible, or neglected, they found that they were able to influence activities and analyze data to aid in the solution process. Tate (2001) found similar results and showed that students that had consistent discipline problems typically had difficulty with problem solving. Further, assisting them to solve discipline problems allowed the students to develop their own problem solving abilities (Tate, 2001).

An effective plan, as discussed by Williams (1998) included strategies that inspired a climate in which all students took responsibility for their own behavior. Krajewski, Martinek and Polka (1998) claimed that the focus of any discipline plan must be to help meet students' needs. Critical to this process was the recognition that parents were the first link to prevention (Jackson, 1998; Williams, 1998). Krajewski et al (1998) argued that any discipline plan required cooperative ownership and responsibility not only from school personnel but students and parents as well. Teaming students with teachers, parents and community members also yielded encouraging results through Toth and Siemaszko's (1996) research. They found that through these teams, unwanted student behaviors could be identified, an effective solution that addressed the problem was created and implemented and all involved felt the solutions were just (Toth and Siemaszko, 1996).

Williams (1998), Sesko (1999) and Furtwengler, (1996) posited staff training and professional development were evolutionary in the development of effective discipline

plans. Borelli (1997) and Sprick (1997) supported this by claiming that part of effective assessment included staff motivation strategies and ongoing training. Anderson (2002) showed that consistent staff development yielded higher morale between staff, positively affecting overall school climate and students' attitudes about school. Tschannen-Moran (2001) found that 70 percent of respondents in her study found training beneficial to the success of a new discipline program and 84 percent believed that follow-up training was especially helpful in allowing problems that were not yet solved to be discussed by all staff and solutions found.

In attempts to carry out effective discipline plans, teachers reported the need to feel supported in their efforts to control student misbehavior (Sesko, 1999; Lam, 2000). Sesko (1999) argued that when teachers felt supported and consequences were carried out consistently, they were far more likely to engage in trying to prohibit or halt misbehavior when it occurred. Ma, Stewin and Mah (2001) reported results that showed effective schools encouraged teachers and students to have positive interactions and set up strict sanctions for misbehavior. Sprick (1997) postulated that a school-wide discipline policy, while an important feature of any school discipline plan was to be used as a tool for more extreme violations of the rules and that teachers had to recognize that discipline in the classroom was a primary responsibility of teaching. Hester (2002) and Williams (1998) argued that without discipline within and beyond the classroom, most attempts at thwarting misbehavior would miss their target.

Found to be another important part of school discipline programs were counseling techniques such as individual, group and peer counseling, reality therapy and outside referrals (Morris and Howard, 2003). Anti-bullying peer counseling has been effective at

many grade levels and ages as Price and Jones (2001) illustrated in their study of approximately 180 secondary students. Programs that used conflict resolution training as an alternative to suspension were shown to be significantly more effective in reducing the number of acts of physical violence than those that employed traditional suspension methods (Breunliin, Cimmarusti, Bryant-Edwards and Hetherington, 2002). School counselors were also shown to play a significant role in programs that reduced violence and the occurrence of discipline issues through conducting group counseling sessions that taught students appropriate ways to express their feelings about those issues (Ma, Stewin and Mah, 2001). Toth and Siemaszko (1996) found that high school counselors also played an integral part in the education process of students that did not have the skills to deal with conflict. Lam (2001) maintained that counseling should approach problems in terms of the needs of individuals with references to the health of the whole school. Furthermore, the role of counseling was to be taken as one of moving the group to work together and to capitalize on individual strengths to problem solve (Lam, 2001). Lickona (1998) concluded that programs that use group counseling to promote character education and core ethical values will be more successful than those that do not.

Strategies

The design and implementation of building discipline plans that taught and reinforced positive behavior has been a central theme in the writing of disciplinarians like Walker (2001), Morris and Howard (2003) and Williams (1998). The most effective plans allowed for the incorporation of curricula that targeted misbehavior and taught alternatives, coping skills and provided a lower pressure environment in which students could talk about their issues with peers and counselors (Mukuria, 2002; Williams, 1998;

Borelli, 1997; Palardy, 1996). Morris and Howard (2003) reinforced the issue by showing that most in-school suspension *(ISS)* programs that had failed or were minimally successful did not include a counseling component. Sheets (1996) and Sautner (2001) pointed out the efficacy of program components that addressed behavior in a fair and universal manner and which incorporated some negative behavioral consequence for students such as loss of social interaction. Borelli (1997) and Sautner (2001) called for the necessity of discipline programs to use progressive models for discipline in which each level of consequence is based on repeat offenses or extremity of misbehavior. As evidenced by Sheets (1996), these programs proved to be effective in the reduction of inappropriate behavior. Lewis and Sugai (1999) called for the reduction of challenging behavior by the implementation of proactive prevention and early intervention programs. Parent training, social skill training and individual behavioral interventions were proven methods used by Palardy (1996), Lewis and Sugai (1999) and Sautner (2001) in support of the call for proactive prevention and intervention. Lickona (1998) believed that teaching character in the general education curricula of school children was a crucial part of school-wide discipline. Research by Tschannen-Moran (2001) reinforced this belief by illustrating gains in students' test scores when regular classroom concepts were taught in conjunction with conflict training lessons. These gains were in comparison to the control groups, in which no conflict training lessons were taught and no gains in scores were experienced.

<div align="center">Prevention of Misbehavior</div>

"Many programs whose purpose is to prevent violence or inappropriate behavior are also programs that might prevent disaffection, dropping out of school, drug and

alcohol abuse, and poor academic performance by indirectly affecting school climate."

(Peterson and Skiba, 2001, pg.167). Borelli (1997), Lam (2000) and Peterson and Skiba

(2001) identified a positive influence on school climate as the key element in preventing

discipline issues before they occur. Verdugo (2002) pointed to poor school climate as a

major factor in the negative experiences of minority and poor children. Security measures

such as locker searches, video cameras and metal detectors that were intended to reduce

school crime in some cases may have negatively impacted school climate by creating an

atmosphere of fear or intimidation (Peterson and Skiba, 2001). Other security measures

such as identification cards that triangulated students' positions while on campus have

been costly but effective measures to prevent violence in many school districts (Ashford,

2002). According to Ashford (2002) and Peterson and Skiba (2001) the financial

considerations were great when contemplating which technology based prevention tools

districts would employ however, the benefits in reduced threats and occurrence of violent

acts outweighed the costs. Parent and community involvement was identified as a

crucial part of violence prevention (Verdugo, 2002; Borelli 1997 and Walker 1998). The

most important facet of parent involvement and education was cited by Williamson

(1997) as increased communication between schools and the community through letters,

announcements, media, focus groups and providing opportunities to volunteer. Character

education was shown by Lickona (1998) to have far reaching effects on school wide

discipline efforts. Character education coalitions such as (*Character Counts!)* attempted

to overcome the idea that no value is superior to another and that ethical values vary by

race, gender class and political position (Anderson, 1999). Teaching children at the

earliest possible ages what behaviors are acceptable and how to express themselves

appropriately allowed for more productive school climates and fewer disciplinary

interruptions according to Hester (2002). Peterson and Skiba (2001) believed that

violence and conflict resolution curricula were worthwhile tools to teach alternatives to

violence and to change perceptions, attitudes and skill levels of students. Peer mediation

efforts have been instrumental according to Price and Jones (2001) in preventing

misbehavior in the form of violence. Studies by Price and Jones (2001) and Hazler,

Miller, Carney and Green (2001) reinforced the issue by illustrating the positive effects of

peer mediation across many grade levels. Safran and Oswald (2003) had similar results

in their work with positive behavior supports and peer counseling. It was with great

leadership, effort and vision that successful discipline plans were designed and

Summary

Prevention, intervention and awareness education as described by the experts

(Peterson and Skiba, 2001; Mukuria, 2003; Lam, 2000; Lewis and Sugai, 1999) have

comprised the central theme of effective discipline plans. School-wide discipline policies

required that staffs work together, misbehavior is handled consistently and constructively

and is followed through with by all involved (Sprick, 1997; Borelli, 1997). Staff training

at the inception of any program and on an ongoing basis, was accredited as an essential

piece of effective discipline programs by Williams (1998), Lam (2000) and Sheets

(1996). Williams (1998) and Borelli (1997) outlined the importance of parent and

student involvement, in a variety of capacities, as any school-wide discipline policy was

being considered. Mukuria (2002) established the importance of leadership by showing

that good leadership minimized discipline challenges and was critical to improving the

school environment for both students and teachers.

CHAPTER THREE

PROCEDURES

The purpose of this project was to develop a school-wide discipline plan to be used at the high school level in the Auburn School District specifically at Auburn Riverside High School. In order to achieve this objective, a review of related literature and research was conducted and the information was analyzed. In addition, school-wide discipline policies from area high schools were obtained and utilized as resources in the development of this project.

Need for the Project

Furtwengler (1996) cited lack of discipline and violence in schools as overriding problems in a Gallup Poll of American's attitudes toward public education. Sesko (1999) called for the involvement of all stakeholders in the design of effective school discipline programs. Williams (1998) recognized that effective discipline involved parents as the first line of prevention of student misbehavior and that the evolution of effective discipline occurred when teachers and administrators had access to quality professional development and training. In addition, Sheets (1996) and Williams (1998) called for ongoing, sustained evaluative procedures to be used in determining the effectiveness of discipline policies.

Based upon feedback from staff surveys regarding school climate experienced during the 2003 school year at Auburn Riverside High School, it was determined that a more effective plan should be implemented. This plan had the potential to improve school climate by more overtly supporting teachers with classroom discipline problems, training teachers and students how to better deal with discipline issues and through the

creation of a progressive set of guidelines for use in determining consequences for student misbehavior. Perceptions of many staff members had consistently cited ineffective and inconsistent discipline strategies in dealing with disruptive students at the administrative level as sources of frustration and loss of instructional time.

Procedures for the Project

The writer undertook the following procedures to develop a school-wide discipline plan for the Auburn School District and Auburn Riverside High School:

- An extensive review an analysis of related research a literature was completed.

- A survey and analysis of results was carried out on student, staff, parent and school board members to determine needs and priorities for effective discipline policies.

- Information regarding existing policies was obtained from:

Auburn High School Auburn, WA	Sumner High School Sumner, WA
Emerald Ridge High School Puyallup, WA	Auburn Riverside High School Auburn, WA
Tenino High School Tenino, WA	Enumclaw High School Enumclaw, WA
Federal Way High School Federal Way, WA	Foster High School Tukwila, WA
Kentlake High School Kent, WA	Mt. Rainier High School Des Moines, WA
White River High School Buckley, WA	Tahoma Sr. High School Maple Valley, WA

Implementation

The implementation of the Discipline Program for the Auburn School District and Auburn Riverside High School was planned to take place as a pilot program for the School District over the 2004-2005 school year. Coordination of the project was to be done by a team of teachers and administrators at Auburn Riverside High School. All staff members at Riverside High School were introduced to the plan at an August in-service day by the implementation team. The team was critical to the instruction of staff about the program and its proper implementation.

CHAPTER FOUR

THE PROJECT

The purpose of this project was to develop a school-wide discipline plan for Auburn Riverside High School. This plan has been designed to be used as a resource for current, future and substitute teachers at Auburn Riverside High School. It has also been designed to increase consistency in penalties for similar infractions of the code of conduct. The school-wide discipline plan was developed to assist staff members and administration in their efforts to create a safer and more effective learning environment. This plan includes descriptions, rules, penalties and procedures that are research based and shown to be effective in the reduction of student misconduct. Teachers will be able to use this plan as a set of guidelines when dealing with misbehaving students. It is intended to be used in conjunction with the current school-wide program.

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TO THE
DISCIPLINE PLAN

Introduction

It is the intention of the administration and staff of Auburn Riverside High School to maintain a safe, orderly and supportive learning environment for all of its students. In keeping with this purpose that the following discipline resource was developed. The plan itself is comprised of three main parts: The student discipline guidelines, the teacher discipline handbook and the staff discipline resource guide. The three separate parts are intended for use by different groups within the school setting and for different purposes. The student guideline section is intended to be included with the student handbook published yearly and distributed prior to the beginning of the academic year. The teacher handbook is comprised of tips, forms, suggestions and practices used by successful teachers and scholars to maintain orderly classrooms. The staff discipline resource guide was developed for all staff to use in a variety of disciplinary situations. It was designed to be a quick reference guide for teachers, substitutes and staff members when dealing with discipline issues.

Purpose of the Plan

This plan was developed to strengthen the current discipline program at Auburn Riverside High School. Consistency of punishments, clear, concise language and understanding at the student level were all targets in the development process. Students, staff and teachers as well as parents and community members should be able to read and understand any part of the program and have an understanding of the behavior and the penalty for infractions.

The Development Process

This plan was developed using the existing discipline program, Auburn School District School Board Policies and procedures and the discipline plans of several other area high schools. It was also developed with the assistance of several other academic resources. The final plan is one that has been developed with students in mind and the well-being of all involved with their education at Auburn Riverside.

The Delivery Model

Teachers are to be trained in the use and methods involved with the implementation of this program. Students cannot benefit from the plan without the knowledgeable instruction from their teachers. Each autumn, prior to the start of the academic year, teachers will be trained how to use this plan and how best to implement the behavior plan in their own classrooms. The documentation of teacher's efforts to correct behavior is a key piece of this program and is the focus of the training to be held.

Students will be instructed by their individual teachers, in proper school behavior during the first week of the academic year. The sole focus of this week is to ensure students understand and are able to follow the guidelines developed for the schoolhouse and for the individual classrooms in which they study.

The resource guide will be distributed to each staff member prior to the academic year's commencement and will be a separate in-service topic for training during the Fall in-services. The combination of the three parts of this plan and the systematic training and implementation of the plan should lead to an increased level of school pride and new

commitment to higher disciplinary expectations by the staff at Auburn Riverside High School.

The Needs Assessment

Included in the project is a school improvement plan survey for Auburn Riverside High School. Three populations were sampled, teachers, students and community members, in order to compile the data in the survey. The findings were significant in several areas, one of which was school discipline. Based on survey results, parents, staff and students responded in manner that indicates dissatisfaction with the current system of discipline at Auburn Riverside High School. In order to develop and implement a system that would address these concerns, the most recent research, plans and other resources were utilized. The development of a school-wide discipline plan is an essential piece of the large puzzle. As educators, must have the support, consistency and continuity that we need to develop tomorrow's leaders and communities of life long learners.

STUDENT DISCIPLINE GUIDELINES

AUBURN RIVERSIDE HIGH SCHOOL STUDENT DISCIPLINE PLAN

CITIZENSHIP

Each student enrolled at Auburn Riverside High School automatically becomes a citizen of our school community. When you accept the privileges of citizenship, you must also assume the responsibilities and obligations. These responsibilities include but are not limited to:

STUDENT RIGHTS AND RESPONSIBILITIES

All students are expected to know their responsibilities as well as their rights. These are explained in this booklet and in the students' Rights and Responsibilities document provided to every student at the commencement of the school year and or upon enrollment at this school. Each student is subject to penalties for violations of the discipline policy that occur at school, on school district property, or at school sponsored events. The guiding principles for your behavior at Auburn Riverside High School are listed here for you.

- **Respect** for yourself and others
- **Respect** for property
- **Respect** for adult authority
- **Respect** for safety

"Respect" *is defined at Auburn Riverside High School as the care and positive attention one gives to a particular subject or person.*

Respect For Yourself and Others- Self-respect is an essential part of success in your high school career, in your relationships and in life. Auburn Riverside High School is a place where all students, regardless or race, culture, gender, religion or ethnicity are expected to exercise care and self control in their relationships with others while at school. The goals outlined for each student to be successful in this task are as follows:

- Show common courtesy, acceptance and care for others.
- Do not accept or permit bullying to take place.
- Create an atmosphere in which it is acceptable to speak out against behavior that is contrary to the discipline goals of Auburn Riverside High School.

Respect for Adult Authority- All school personnel employed or affiliated with Auburn School district have been given authority by the school board to correct students whom are involved or perpetrate misconduct. There fore, you are hereby informed that you must show consideration and respect for any school district employee at all times. This includes: a) identifying yourself upon request of any staff member b) following directions and or directives given by any staff member.

Respect for safety- Auburn Riverside High School is first and foremost a community of learning. Behaviors deemed as unsafe or disruptive to the learning environment, including threats, rumors, fights, bullying, inappropriate physical contact, and inappropriate language are not acceptable. Behaviors that threaten the safety of students and or staff, including gang-related or motivated behavior, carrying weapons, assaults, possession or sale of illegal drugs, alcohol or paraphernalia, extortion, harassment will result in recommendation for expulsion from school and may result in criminal prosecution.

Respect for Property- Pride and respect for our school prohibits students from marking walls, desks, restrooms, textbooks, or other school property. You, as a community member, are expected to demonstrate care and concern for the cleanliness and property of the school and surrounding community. This includes personal responsibility for clean lockers, hallways and cafeteria. The theft of school, staff, or student property is prohibited and will result in criminal prosecution.

ATTENDANCE

All students are expected to attend regularly. Absenteeism may affect the final grade a student receives in any class. A pattern of absenteeism is cause for disciplinary action. The parental notice, conference and intervention requirements of **WAC 180-40-245(3) and 260(3)** will be followed whenever it is determined that a student will be suspended for attendance problems.

Research in education indicates a strong relationship exists between class attendance and high academic achievement. The Washington State Commission on Student Learning has made consistent attendance on of its objectives under goal IV. State law also requires daily attendance and the "Becca Bill" requires schools to petition the court for assistance regarding students with excessive numbers of unexcused absences. Auburn Riverside High School is committed to encouraging consistent attendance and monitoring daily student attendance patterns.

Auburn Riverside High School supports a 12-day non-attendance policy in all classes. When a student accumulates 12 absent days, he/she is at risk of having his/her grade lowered or of not receiving credit for the course. Teachers, administrators and staff personnel may issue individualized attendance contracts as the situation requires and/or as outlined in individual course expectations.

The following guidelines serve as reminders to students that wish to avoid penalties associated with attendance issues:

- Auburn Riverside offers its students remarkable educational opportunities
- Students' participation in classroom activities is essential for optimal learning to occur.
- Attendance behaviors are to be developed in a responsible manner so that students may learn and apply acceptable attendance practices within their work environment.
- Student responsibilities: Participation in the daily curricular activities planned by staff and maintains regular attendance.
  Parent responsibilities: Notify the school of an excused absence (preferably prior to absence date).
  Staff responsibilities: Accurately and responsibly monitor attendance on a daily basis. Encourage consistent attendance through example, class expectations/guidelines and participation requirements. Notify parents of students who have an accumulation of absences (greater than 5 in one month) or show a specific non-attendance pattern.

Adapted from Federal Way High School discipline handbook

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Excused Absences: Excused absences are absences that are due to an unavoidable situation on unforeseen condition resulting in the student's non-attendance. Valid excuses include; participation in a school approved activity, absence due to requests made by the parent/guardian such as illnesses, health conditions, family emergencies, religious purposes or educational opportunities.

Unexcused Absences: Unexcused absences result when a student fails to get parent permission for absences within one week of the absence or when a parent indicates that a student was absent without permission. Students will not receive credit for a graded activity or assignment due during the time of absence. By district policy, three unexcused tardies equal one unexcused absence.

Discipline intervention for truancy or skipping classes results in:

> ***First offense**: Assignment to an "administrative detention" after school for one hour or forfeiture of entire lunch period.
> ***Second offense**: Assignment to "Friday School". Parent contact.
> ***Third and subsequent offenses**: Assignment to In-School Suspension for a minimum of a two-day period. Parent conference to assess student's current program.
>
> **Failure to attend detention, suspension or other administrative determined sanction will result in an assignment of a minimum two-day in school suspension.*

Tardiness: Students arriving late for school or class for any reason not described as an excused absence will be counted as unexcused tardy and subject to disciplinary action. Students arriving after one third of the class period has elapsed shall be counted as absent for the class, or day and not tardy. By district policy, three tarries equal one absence.

Verification: Excused absences and tardies must be verified by a note of explanation signed by parent, guardian, emancipated students or adult students within 5 school business days of the absence.

Procedures:
1. Prearranged absences may be secured through a form from the attendance office and must be signed by the parent/guardian.
2. Students requesting a partial day absence must check out through the attendance office before departure. Contact with the parent/guardian will be necessary if a note from the parent/guardian is not available. Leaving school without signing out will result in truancy.
3. Students who become ill at school must check out with the attendance office after consulting with the school nurse.
4. Procedures outlined in the Washington State Mandatory Attendance Lay will be followed as unexcused absences occur.
5. Disciplinary action, in the form of after-school or lunch detention will be given for all truancies.

Adapted from Federal Way High School discipline handbook

DEFINITIONS OF DISCIPLINARY TERMS

"**Discipline**" in the context of this plan refers to both prevention and penalties for not following the behavior bylaws. It can refer to training that is expected to produce a specified pattern of behavior of punishment that is intended to correct or retrain a student to comply with socially acceptable behavior patterns. Either way, it is the business of enforcing simple classroom and school rules that facilitate learning and minimize disruptions. This plan outlines the disciplinary practices that will be used at Auburn Riverside High School to ensure a learning environment that affords all students the opportunity to learn in a safe and effective way.

Discipline – mans all forms of corrective action or punishment other than suspension and expulsion and shall include the exclusion from a class for a period of time not exceeding the balance of the immediate class, subject, or activity period. ARHS uses a progressive discipline model. Administration reserves the right to bypass any step in this model based on severity of the infraction.

1. **Teacher Detention** - Detention may be assigned by teachers as a consequence of violating classroom rules. The time must be made up prior to the start of the school day (7:45 a.m.) or after the school day has ended (2:25 p.m.) Students will be allowed 24 hours to make arrangements for serving the detention.

2. **Administrative Detention** - Administrative detention will be held between the hours of 2:30 and 3:30 p.m. Administrative detention is always assigned 24 hours in advance and students arriving after 2:30 will not be admitted to detention. They will be reported as absent and subject to additional disciplinary action. Students are required to bring educationally relevant materials to detention and will not be allowed to converse with peers. Failure to comply with the rules of administrative detention will result in the student being dismissed from the detention immediately and subsequently referred for additional disciplinary action.

3. **Campus Community Service Assignment (CCS)** – Students committing specified infractions may be assigned to special campus related work detail crews in lieu of administrative detention. Examples include littering, mild insubordination infractions and truancies.

4. **In- School Suspension (ISS)**– Building administrators may assign in-school suspension as an alternative form of discipline to short term suspension. In-school suspension is designed for students who have a difficult time with adhering to the discipline policy and have shown the need for remedial social skills training. The program is conducted during the normal school day. Students will not be allowed to communicate with their peers while in the program. Students will be assigned to in-school suspension for a period of 2-5 days depending on the infraction.

Adapted from Federal Way High School discipline handbook

* The In-School Suspension program at Auburn Riverside High School was designed using the therapeutic model, in which students are required to look at the reasons they are in ISS. It is intended to help students develop problem-solving skills that should lead to appropriate behavior changes. A basic tenet of this model is that student misbehavior results from a particular problem that a student is experiencing. As an important step in controlling the misbehavior, students are expected to accept responsibility, which usually only happens after they have had time to reflect on the issues. Goals of the model are student recognition and acknowledgement of problems, as well as stopping misbehavior.

Rules for In-School Suspension:

- All students must bring school supplies, assignments/work including books, notebooks, pens or pencils, and or study materials. The ISS coordinator will assist in making arrangements with teachers for completion of make up work.
- No eating, sleeping, talking, using portable electronics or telephones.
- Medical excuses from a physician for illness on the dates assigned will be accepted on the following Monday or the first day after returning to school. The excuse should be given to the administrator who referred the student initially.
- Parent communication for goal formulation will be done through the office of the ISS coordinator (253) 804-5154.

5. **Suspension** – Suspension means a denial of attendance of any single subject, class, activity or full schedule of subjects or classes for a stated period of time. A suspension includes the denial of access by the student upon any real and personal property that is owned, leased, rented, or controlled by the school district without the written prior approval of the building principal or designee. This applies to both in school (ISS) and out of school suspension (OSS).

6. **Short-Term Suspension (OSS)** – A suspension for any portion of a calendar day up to but not exceeding ten consecutive days. Students shall be provided the opportunity, upon return to school, to make up assignments or tests missed by reason of the suspension if such assignments or tests have a substantial effect on the student's ability to receive credit for the class(es) missed.

7. **Long-Term Suspension (OSS)** – A suspension that exceeds a short-term suspension as defined above. Students may lose credit for classes in which make-up work is not completed.

8. **Expulsion-** A denial of attendance at any single subject or class or at any full schedule of subjects or classes for an indefinite period of time. Expulsion includes the denial of admission to or entry upon teal and personal property that is owned, leased, rented, or controlled by the district.

9. **Emergency Expulsion** – An immediate expulsion (see above) for an indefinite period of time due to an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the educational process.

DUE PROCESS PROCEDURES

1. Disciplinary authority shall be exercised with fairness.
2. Every effort shall be made by administrators and faculty members to resolve problems through effective use of school district resources in cooperation with the student and his/her/ parent or guardian.
3. In cases that short-term suspension is given as a consequence the parent/guardian shall be notified of the suspension. If parent or guardian desire, they may request a conference concerning the discipline with the building principal or designee. Should grievance beyond the building level be desired, the following procedure must be used:
   - The student or parent/guardian, upon giving two school business days prior notice, shall have the right to present a written and/or oral grievance to the superintendent or designee.
   - Should the grievance not be resolved at that level, the student or parent/guardian, upon giving two school business days prior notice to the superintendent's office shall have the right to present a written oar/or oral grievance to the Board of Directors at the board's next regular meeting.

4. In cases where long-term suspension or expulsion is recommended, a written notice shall be delivered to the pupil and his/her guardian. The notice shall specify the charges made, recommended sanctions to be imposed, and set forth the student's right to a hearing.
5. If the student and parent/guardian desire a formal hearing they shall reply in writing to the notice within three school business days of receipt. If such a reply is not made within the three-day period the pupil and parent/guardian shall b deemed to have waived this right to a hearing.
6. In cases where emergency expulsion is applied, the pupil and parent/guardian will be notified as soon as contact can be made by telephone or in person. A letter will be sent by certified mail within 24 hours of the expulsion. The letter will explain the reasons for expulsion and explain what steps may be taken. The parent/guardian has the right to request a hearing on or before the tenth school business day after receipt of the letter.
7. In cases dealing with students on Individualized Education Plans, all IEP recommendations will be followed and manifestation determination will be made prior to any disciplinary sanctions being given.

The Auburn School District #408 is an Equal Opportunity Provider.

Adapted from Federal Way High School discipline handbook

SEARCH AND SIEZURE
RCW 28A.600.210

1. **Authority to Conduct a Search** – The law allows school authorities to search students, their lockers and personal belongings, and motor vehicles if they have a reasonable suspicion that a particular student is in possession of a substance, material, property or weapon that is prohibited by school rules or State law.

2. **General Inspection** – School authorities will make general inspections of lockers or desks for purposes including, but not limited to: safety, cleanliness, retrieval of school material, and maintenance. Such general inspections shall not include searching personal items stored in lockers or desks, such as clothing, bags or purses, unless reasonable suspicion exists.

3. **Locker/Desks/Storage Area Inspections** – All lockers and other storage areas provided for students on school premises remain the property of the school district and are therefore subject to inspection, access for maintenance, and search. If, as a result of such a general search, a building administrator or designee develops reasonable suspicion that a container in a student locker or desk may contain evidence of student misconduct, the administrator of designed may search the container.

Adapted from Federal Way High School discipline handbook

DISCIPLINARY GUIDELINES

Principal Hearing - When a student is repeatedly referred to the administration for disciplinary action other than "exceptional misconduct", the student will be referred for a hearing with the principal to determine whether in-school suspension, or other form of behavioral modification should be made. The principal will render a decision as to placement of the student. Possible decisions include: probation/continuation of program, suspension (ISS) or (OSS), expulsion. Violation of the Principal's probation contract will result in expulsion.

Progressive Discipline/Cumulative Records – Discipline files will be kept for each student throughout their secondary careers (grades 7-12). These files may be used as a reference in determining patterns of behavior for which corrective action is necessary. Progressive corrective action or punishment for inappropriate behavior patterns or similar cumulative violations may be assigned based upon these records.

Zero Tolerance Policy – The Auburn School District in compliance with Federal policy has determined that certain types of misconduct provide good and sufficient reason to believe that he student's presence poses an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption of the educational process. The following types of misconduct are in this category and will result in **emergency expulsion**.

1. **Arson** - Any student who starts a fire on school premises is subject to a charge of arson. Arson is a felony and legal authorities may be notified.
2. **Explosives** – Possession or use of anything tending or serving to explode with force or violence such as firecrackers, bullets, or pipe bombs.
3. **Sale of Drugs, Alcohol or Mind-Altering Substances** – The selling and/or distribution of any alcoholic beverages, marijuana, hallucinogens, amphetamines, inhalants, barbiturates, narcotics, cocaine, legend drugs, any dangerous or controlled substance or any "look-alike" substances purported to be such, is a major violation. In addition, non-prescription medications are prohibited unless under the direction of a school nurse or physician.

4. **Weapons** – It is unlawful for a person to carry onto school premises, school provided transportation, or areas of facilities while being used exclusively by public or private schools:
   - Any firearm; or
   - Any dangerous weapon including but not limited to, sling shots, sand clubs, metal knuckles, knives an any kind; or
   - Any device commonly know as "num-chucks sticks" consisting of two or more lengths of wood, pipe or plastic connected with wire, rope or chain or other means; or

Adapted from Federal Way High School discipline handbook

- Any device, commonly know as "throwing stars", which are multi-pointed, metal objects designed to embed upon impact; or

- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air other gas.
- Any object that looks like a weapon, such as a toy or "dummy" gun, knife or grenade.

DISCIPLINE SANCTIONS

The following discipline code will be used by administrators in the enforcement of discipline at Auburn Riverside High School and as a means of providing consistency in the application of disciplinary measures. **The code is provided as a guide and to assist students in their understanding unacceptable practice while at school.** The administrator will review the discipline referral, meet with the student, gather evidence if necessary, and determine the most appropriate course of action. In all cases, the final decision of offense and penalty will rest with the administration. Parents and students should note that these guidelines are neither exhaustive nor restrictive. The administration may take other disciplinary action not specifically outlined when necessary.

Arson, Assault, Bomb Threat, Burglary, Vandalism -
- All referrals- Emergency expulsion, call law enforcement.

Assembly Behavior – Assemblies are an important part of the school curriculum and have an educational value. Attendance at scheduled assemblies is required. At times it may be necessary to address the entire student body on pressing issues or for an additional educational value. Students are expected to show respect for those speaking or performing as well as those in attendance. Students who misbehave at assemblies will be removed from the gymnasium and are subject to disciplinary action.

Cheating/Plagiarism – Intentional deception in the preparation or completion of any school assignment, examination or project or during participation in any school-related activity is prohibited. Aiding and abetting of such behavior by others is also prohibited.
- 1st referral – Administrative detention. Call parent. Loss of credit on assignment
- 2nd and subsequent referrals – Parent conference, possible loss of credit for course and assignment to two day ISS.

Computer Ethics/Misuse or Tampering with Electronic Equipment - Any use of technology must be in accordance to state and Federal law, network provider policies and "District Acceptable Use Guidelines". Any user who violates these guidelines will be denied access to technology, be subject to disciplinary action and/or legal action.

Adapted from Federal Way High School discipline handbook

Dangerous Behavior – Any behaviors that provide a danger to the school, students or the person committing them.
- 1st referral – ISS, OSS or administrative detention and parent contact.
- 2nd referral - Progressive discipline.

Defiance - Defined as defying lawful instruction of all and any school personnel or the bold resistance to that authority. Also provoking behavior or attitude that is based in the violation of school rules.
Failure to follow instructions or refusal to obey staff directives.
- 1st referral - 2 hours administrative detention and parent contact
- 2nd referral – ISS or suspension or 4 hrs. Administrative detention.
- 3rd and subsequent referrals – OSS and/or progressive discipline Parent Conference.

Leaving Class without permission -"Truant"
- 1st referral – 2 hours administrative detention; parent contact.
- 2nd referral – ISS or 1-day OSS. Parent conference.
- 3rd and subsequent referrals - Progressive Discipline and Parent conference.

Destruction of Property – Defacing, injuring or damaging school property in any way is prohibited.
- **Vandalism** – All referrals – Suspension or expulsion and pay back damages. Law enforcement will be involved in all cases.

Disruptive Conduct – Willful conduct that creates a disturbance on school premises or interferes with the educational process is prohibited.
Classroom Disruptions – Teachers will assign detention based on level of infraction.
- 1st referral – 2 hours administrative detention. Parent contact.
- 2nd referral – 2 days ISS or Removal from class for community service. Parent Conference.
- 3rd and subsequent referrals - OSS, Progressive discipline.

Disruptive Dress and Appearance – The dress code establishes standards of dress appropriate for productive environments such as school and work. Attitudes and behaviors are influenced both by how much is revealed and by printed statements and pictures. Any clothing that interferes with productive behavior, learning or negatively affects student attitudes is prohibited. The standards of dress are designed for a productive learning environment and must not present health or safety problems, intimidate other, or cause disruption.

Dress Code Violations
- 1st referral – Identify and correct the problem. Call parent.
- 2nd referral – Considered defiance. See subsection.

Drugs, Alcohol, and Mind Altering Substances (RCW 66.44.270)
    Selling and or distribution
- All referrals – Emergency expulsion. Contact parents and law enforcement.

    Use/possession (including under the influence)
- 1st referral – 30 days OSS. Suspension may be modified to a minimum of 10 days if student participates in district sponsored assessment/dependency classes. Contact parents and law enforcement.
- 2nd referral – Minimum 45 day long-term out of school suspension or emergency expulsion.
- 3rd referral – Expulsion from school district.

Extortion/Blackmail/Coercion – Obtaining money or property by violence or threat of violence, or forcing someone to do something by force or threat of force is prohibited.
    All referrals- Short term OSS. Progressive discipline. See "Harassment/Bullying".

False Accusations/Defamation/Lying – Students shall not make untrue charges of wrongful conduct, make false statements or otherwise make defamatory statements.
    Lying to School Personnel
- 1st referral – 2 Hours administrative detention or ISS. Call parent.
- 2nd and subsequent referrals – Progressive discipline to include ISS, OSS and parent conference.

False Alarms/Fire Alarm System – Tampering with, pulling false alarms and/or making false statements about non-existent fires is prohibited.
    False Fire Alarm
- 1st referral – 15 days OSS. Call law enforcement. Parent conference.
- 2nd referral – 60 days OSS or expulsion from school district.

Fighting – An exchange of blows (hitting, slapping, pushing) or the act of quarreling involving bodily contact. Fighting is prohibited and serious fights could result in arrests. Students who instigate fights are also subject to disciplinary action.
    Causing a Fight
- 1st referral – 1 day OSS. Parent contact
- 2nd referral - 3 days OSS. 2 day ISS upon return.
- 3rd and subsequent referrals – Long term OSS, Parent Conference for return.

    Loud Confrontations (Likely to result in fighting if not broken up)
- 1st referral – 2 day OSS and parent conference.
- 2nd referral – Progressive discipline.

    Fighting
- 1st referral – 5 days OSS, Parent contact. 5 days ISS upon return.
- 2nd referral – 10 days OSS, Parent conference, 5 days ISS upon return.
- 3rd referral – Expulsion from school district.

Adapted from Federal Way High School discipline handbook

Forgery
> **Forged Notes, Excuses and passes**
> - 1st referral – 4 Hours Administrative Detention. Parent Contact.
> - 2nd referral - 2 Days ISS. Parent Contact. Possible OSS.
> - 3rd and subsequent referrals – Progressive discipline.

Gambling – The act of gambling is prohibited on school property and busses. Students participating in gambling of any form are subject to ISS, OSS or detention.

Gang Related Activity – In accordance with Auburn School District policy, students shall not display, reflect. Or participate in dress, activities, acts or behaviors that lead administrators or school personnel to reasonably believe that the behavior is gang related and would disrupt and interfere with the school environment or instruction. In addition, said behavior must present a physical safety hazard to anyone including self, students, staff or others; or create an atmosphere in which a student, staff member or other person's safety is adversely affected by undue pressure, behavior, intimidation, overt gesture or threat of violence. All referrals will be dealt with based upon individual circumstances and district code of conduct for gang activity.

Harassment/Bullying/Intimidation – (S.H.B. 1444) Harassment, intimidation or bullying is defined as any intentional written, verbal or physical act, including but not limited to race, religion, color, ancestry, national origin, gender, sexual orientation, mental function or other distinguishing characteristics in which the act:
> 1. Physically harms a student or damages the student's property; or
> 2. Has the effect of substantially interfering with a student's education; or
> 3. Is so severe, persistent, or pervasive that it creates an intimidating and/or threatening educational environment for students; or
> 4. Has the effect of substantially disrupting the orderly operation of the school

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline, and/or referral to law enforcement will be used for remediation. Minimizing the overall impact on the victim and the climate and changing the behavior of the perpetrator is the goal during any situation found valid through investigation.
> **Sexual Harassment** – Sexual harassment includes all unwanted, uninvited and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include sexually suggestive looks or gestures, sexual jokes, pictures or teasing, pressure for dates or sex, sexually demeaning comment, deliberate touching, cornering or pinching, attempts to kiss or fondle, threats, demands or suggestions that favors be granted in exchange for sex or tolerance or sexual advances.

Adapted from Federal Way High School discipline handbook

Harassment (all forms)
- 1st referral – 3 days OSS, Parent conference, 2 days ISS upon return
- 2nd referral – 5 days OSS, 3 days ISS upon return, parent conference. Principal Hearing to determine student standing. Possible expulsion.

Hazing – Students shall not participate, conspire to participate, or conspire for others to participate in harassing acts that injure, degrade or disgrace other individuals.
- 1st referral – 2 days OSS and parent conference.
- 2nd referral – Progressive discipline and Principal's Hearing.

Inappropriate Display of Affection – Overt displays of affection or sexually oriented actions that violate standards of acceptable social conduct are prohibited.
- 1st referral – Warning.
- 2nd and subsequent referrals – 2 Hours Administrative Detention. Parent contact.

Inappropriate Language/Profanity
- 1st referral – 1 hour administrative detention
- 2nd referral – 2 day ISS; parent contact.
- 3rd and subsequent referrals – Progressive discipline, parent conference.

Insubordination – Failure to follow a direct order.
- 1st referral – 2 day ISS; parent contact.
- 2nd referral – progressive discipline.

Intimidation – See Harassment/Bullying

Littering
- 1st referral - 2 hours Campus Community Service (CCS).
- 2nd referral – 4 hours Campus Community Service (CCS).
- 3rd and subsequent referrals – ISS, parent conference.

Tardiness
Classroom Tardiness
- 1st and 2nd time tardy – Teacher sanctions
- 3rd and 4th time tardy – 2 Hours (CCS). Parent contact.
- 5th and 6th time tardy – 6 times tardy constitutes an absence and truancy. Parent contact. 4 Hours (CCS).
- Subsequent tardiness – Progressive discipline.

Theft/Possession of Stolen Property
- 1st referral – 5 days OSS. Restitution, parent contact.
- 2nd referral – 10 days OSS. Restitution, parent contact.
- 3rd and subsequent referral – Long-term OSS/Expulsion.

Adapted from Auburn Riverside High School discipline handbook

Tobacco – The use or possession of tobacco products on school property is prohibited.

Use or Possession of Tobacco Products
- 1st referral – 2 days OSS. Suspension may be modified if student enrolls in a smoking cessation class, otherwise the remainder of the OSS will be served. Parent contact.
- 2nd referral - 5 days OSS.
- 3rd referral – Long term OSS. Suspension may be modified if student seeks outside assistance with quitting smoking.

Trespassing – Trespassing after initial warning/suspension.
Students on campus while on suspension and/or expulsion are subject to additional disciplinary action ad arrest for criminal trespassing. Call law enforcement.

Truancy – **(RCW 28A.225)** Truancy is prohibited by Auburn School District and is directly related to safety of students. It is considered an act of defying lawful instructions of school personnel. It is defined as any instance in which a student is absent from any class without prior permission from the parent/guardian and the school.
- 1st referral – 2 hours administrative detention. Call parent.
- 2nd referral – 2 day ISS, parent contact.
- 3rd referral - 5 day ISS, parent conference.
- 4th referral – Progressive discipline. Goal is to have student consistently attending school with support from home.

Note:
*No credit will be given for class work missed while student is truant. Excessive truancy will result in court involvement and court order to return to school.
Courts may hold parents financially responsible through fines or by incarceration for failure to comply with a court order. **(RCW 28A.225.030)

Vandalism – Any willful destruction of property. **(RCW 28A.635.060)**
- Minor (under $100 damage) – 2 days OSS and restitution.
- Major (over $ 100 damage) – Emergency Expulsion and restitution.

Weapons – See behavior expectations. All weapons possessions and use result in immediate emergency expulsion. **(RCW 9.41.280)**

Personal protection spray devices (PPSD's)
- Washington State Law requires that students ages 14-17 have parent permission to carry a PPSD on school property. No one may deliver such a spray device to anyone less than 14 years of age, or to anyone between the ages of 14 and 18 without written parental permission. PPSD's may only be used in self-defense as defined by law. Possession, transmission, or use of a PPSD under any other circumstance will be treated as a violation of the District rule prohibiting weapons.

Other Disorderly Acts or Conduct
Administrative discretion will be used depending on seriousness of offense. This code is to be used for offenses not specifically addressed in these guidelines and the penalty will be assigned at the discretions of the administrative parties involved.

Student Dress Code
Students at Auburn Riverside High School are expected to maintain dress standards that are conducive to the learning environment that has been established as such. Good habits developed at school will enable students to understand and apply them to their lives outside of school. Attitudes and behaviors are influenced by how much of a person's body is revealed and by printed statements and symbols. Clothing that interferes with the learning environment or process is not permitted. The dress code is based on input from students, staff and the community in an effort to promote pride and respect within our community.

Clothing

- A shirt must conceal the torso, including midriff, chest, back and sides.
- Tank top straps must be a minimum of 2" wide and cover bra straps.
- Undergarments must be concealed at all times, including brassieres, straps, boxers, thongs, and waistbands.
- Shorts, skirts and dresses must be at minimum finger-tip in length.

Hats/Head Coverings
Due to the safety of students as the highest priority, security issues surrounding the wearing of hats or other head coverings is a high concern; therefore, it has been made clear that No hats or Head Coverings of any kind will be permitted to be worn on campus between the hours of 6:45 a.m. and 2:25 p.m. Hats or head coverings will be confiscated, without warning, and deposited in the assistant principal's office. Hats may be recovered upon the completion of the academic day.

Inappropriate Dress, Apparel and Belongings
The display or promotion of alcohol, drugs, tobacco, sex, nudity, violence, gang behavior, or anything that disrupts the learning environment is prohibited. See **Dress Code Violations.**

Sunglasses
Sunglasses are not to be worn inside the building during regular school hours.

Adapted from Auburn Senior High School discipline handbook

TEACHER HANDBOOK FOR STUDENT DISCIPLINE

"To expect teachers to survive in a classroom without behavior management skills is like expecting an artist to paint without a brush."

~ John R. Ban

AUBURN RIVERSIDE HIGH SCHOOL
TEACHER HANDBOOK FOR THE DISCIPLINE PROGRAM

Introduction

It is the intention of the administration and staff of Auburn Riverside High School

to maintain a safe, orderly and supportive learning environment for all of its students.

You are here because of your dedication to teaching and learning. In order to support

you in your daily learning activities, this handbook was created to assist with disciplinary

problems you may face with your students. It is the philosophy of the Auburn School

District and Auburn Riverside High School in accordance with State Law

RCW 28A.600.20 that discipline problems should be first dealt with in the classroom.

Teachers should make valid, documented attempts to correct behavior prior to making a

student referral for misbehavior. Appropriate documentation of attempted classroom

discipline procedures including phone calls to parents or legal guardians is expected to

accompany any referral other than for emergency removals.

1. Teacher Authority: **(ASD #408, Board Policy) states:**

    a. Subject to the limitations set forth below in connection with the emergency removal of students, all teachers shall have the authority to discipline any student for any disruptive or disorderly conduct or other violation of rules for student conduct which may occur in the presence of the teacher's supervision. Teachers may also recommend the suspension or expulsion of students to the proper school authorities.

2. Methods of Student Control

    a. Discipline: Discipline shall mean all forms of corrective action other than suspension and expulsion and shall include the exclusion of a student from a class for a period of time not exceeding the balance of the school day or activity. The forms of discipline set forth below are not intended to exclude the imposition of other appropriate forms of disciplinary action. No discipline shall deny a student due process rights nor will violate a formally developed IEP agreement.

P-25

b. Detention: Teachers and other certificated employees shall have the authority to detain students under their supervision for up to forty (40) minutes after the regular students dismissal time. Detention will not extend beyond the time of departure of the bus upon which the student can ride unless prior arrangements have been made with the student's parents or guardian.

c. Removal: Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision, may be excluded by the teacher from his or her individual classroom and/or instructional activity area for the remainder of the class or activity or until the principal or designee and teacher have conferred, whichever occurs first: **PROVIDED, that except in emergency circumstances, the teacher shall have first attempted one or more alternative forms of corrective action; PROVIDED FURTHER, that in no event, without the consent of the teacher, may an excluded students be returned during the balance of that class or activity period.**

Teacher Rights:

a. Teachers shall have the following rights with respect to discipline of students:

(1) Each teacher shall be entitled to appropriate assistance and support from building administrators in connection with discipline problems relating to students.

(2) Each teacher shall be advised of any complaint from an identifiable source made to the principal or other school district administrator regarding the teacher's discipline of students. The teacher shall be given the opportunity to present his/her version of the incident and to meet with the complaining party in the event that a conference with the complaining party is arranged.

(3) Each teacher may use such action as is necessary to protect himself or herself, a fellow teacher or administrator, or a student from attack, physical abuse, or injury.

(4) By November 1 of each school year, the staff and administrators at each site will review their building disciplinary action plan an student rights and responsibilities pamphlets. Also, the district shall hold building-level meetings for employees covering applicable federal, state, and local laws and district rules, regulations, and procedures related to students discipline and employee safety.

(5) Individuals who are verbally threatened by a student and believe that the student's discipline history is such that the threat could be carried out, shall immediately contact the office and the student will be removed from class pending an investigation. In handling this student smatter, the district shall follow its protocols and observe due process rights for all concerned. The individual who was the subject of the student threat shall be told what investigation has taken place and the outcome of that investigation.

(6) Before any student sis admitted into a class after having committed physical or verbal assault upon any teacher or if the student has a known, documented history of violent or threatening behavior, all receiving teachers shall be notified. At the request of the teacher(s), a plan of action for behavior improvement and specific behavior expectations shall be developed by the principal or designee and the appropriate teacher.

STUDENT REFERRAL RECORD

Student: _____ Date of Referral:_____

Teacher:_____

Reason for referral:_____

_____

_____

Student's explanation of what happened:_____

_____

_____

Action Taken in class:_____

_____

_____

Date of Parent Contact:_____ **Contact Method:**_____

Action to be taken if problem occurs again:_____

_____

_____

Is this the first referral for this problem?_____

If not, How many other referrals have you made?_____

Total number of office referrals for this student:_____

Administrative Use:

For repeated referrals check the following:

    Academic placement_____

    Ratio of interaction between teacher and student_____

    Grading systems in the classes where problems occur_____

    Need for an individualized reinforcement system_____

    Need for counseling or other professional assistance_____

_____

Adapted from School-wide Discipline Policies (Sprick, 1985).

RECORD OF TEACHER REFERRALS

Teacher who made Referral:	Name of student referred:	Class Period:	Date:	Type of Offense:

Adapted from School-wide Discipline Policies (Sprick, 1985).

RECORD OF TEACHER/PARENT CONTACT

Teacher Name: Student Name: Date of Contact: Type of Contact:

_____

_____

Outcome of conversation:_____

_____

Teacher Name: Student Name: Date of Contact: Method of Contact:

_____

_____

Outcome of conversation:_____

_____

Teacher Name: Student Name: Date of Contact: Type of Contact:

_____

_____

Outcome of conversation:_____

_____

Teacher Name: Student Name: Date of Contact: Type of Contact:

_____

_____

Outcome of conversation:_____

_____

Teacher Name: Student Name: Date of Contact: Type of Contact:

_____

Outcome of conversation:_____

Adapted from School-wide Discipline Policies (Sprick, 1985).

Auburn Riverside High School
501 Oravetz Road
Auburn, WA 98092

November 13, 2003   SAMPLE

MR/MRS. MICHAEL DOE
111 1ST AVE E - ANYWHERE, WA 98047
(253) 555-2474

Dear Parent,

This letter is to inform you that your student
_____has been absent 12 times from my 6th
period _____class.

He or she has also been tardy _____times.

Auburn Riverside supports a 12-day attendance policy in all classes. When
a student accumulates more than 12 absences, he/she may lose credit for this
course unless a contract has been established that provides for make up work
to be completed a timely fashion.

Please contact me this week to discuss your student's absences and establish
an attendance contract for him/her. You may reach me at (253) 555-5154.

Sincerely,

"Teacher Name" – 10th Grade Language Arts Instructor
Auburn Riverside High School
jdoe@mx.auburn.wednet.edu

Sample Behavior Contract for
~Mark Doe~

November 26, 2003

      Due to an increasing lack of initiative and more so an increasing lack of cooperation with staff, the following must be agreed to by Mark in order for him to stop his inappropriate behavior in the _____ class during _____ period.

<u>Mark will:</u>

1.   Be in his assigned station and "on-task" at all times during the class period. This will be from, bell to bell.

2.   If Mark sees that all of his assigned tasks have been completed, he must ask one of the adult staff members if there is a task he can help with.

3.   If directed by an adult staff member to help with a particular task, then he must cooperate immediately <u>without any objection</u>, even if this means stopping what he is doing at the moment. If this occurs, then he must immediately return to his previous task upon completion of the one he was asked to do.

4.   At no time during the class period will it be acceptable to be standing around without something to do or be distracting another student from their duties.

5.   Refrain from any and all fighting, horseplay and throwing objects in class for his safety and others in class.

6.   He will also agree to give his best effort in each and every station, paying particular attention to the quality of his work with relation to the quality of work from the rest of the class.

7.   Adhere to the preceding conditions WITHOUT more than two infractions for the duration of the semester, this contract will be considered fulfilled.

8.   If Mark breeches the preceding conditions for the duration of the semester, he will be <u>subject to further disciplinary consequences including removal from the class for the safety of others.</u>

<u>This Performance Contract will be in effect from the date of signature to the termination of the 2003-2004 Fall semester.</u>

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

Administrator signature: _____ Date: _____

Parent signature: _____ Date: _____

SAMPLE LESSON PLANS

Diversity -Teaching Acceptance

- **Theme of Lesson:** Students will be taught using a variety of methods to understand the diversity in their community and through that understanding will apply the tolerance concepts to their life at school, at home and in the community.

- **Lesson Goals/Objectives:** Create in students the understanding that they are unique unto themselves and that everyone in that way is the same. No two people are alike. We should celebrate these differences.

- **Learner/Outcomes:** Students should be able to recognize the differences between themselves and others and turn those understandings into positive interactions and communications between those individuals and themselves.

- **Lesson Activities:** See attached plans.

- **Lesson Assessment:** Students will be asked to present in a small group their realizations, changes in thought, awareness and general reaction to the material. Through the discussion/presentation process understanding will be displayed. Each student must either verbally or in written format debrief the class about their personal experience.

References:

Book Titles:

Johnson, James A; Dupuis, Victor L.; Musial, Diann; Hall, Gene E.; Golnick, Donna M. (2002) Introduction to the Foundations of American Education; Boston, Mass.: Allyn and Bacon.

Howard, Gary R. (1999) We Can't Teach What We Don't Know: White Teachers, Multiracial Schools; Old Tappan, N.J.: Teachers College Press

Websites:

The Southern Poverty Law Center. www.splcenter.org.
Retrieved on July 10th, 2003 from~
http://www.mhhe.com/socscience/edcuation/multi/activities/schoolprejudice.html

Connecting with School Prejudice-

The time required for this activity will vary depending on the size of the class or participant group. Allow 10 minutes per student or per number of students in each small group.

Purpose:

Connecting with school prejudice and Discrimination is an activity designed to facilitate active listening and the development of a humanistic understanding of how different form of oppression in school affect individuals in deep, and often life-changing ways. Several important lessons can emerge from this activity. These include the following:

- Everyone can be both the victim and the perpetrator of oppression.
- Individuals recognize prejudice and discrimination leveled at them, even at a very early age.
- Schools are often hotbeds of prejudice and discrimination – Many people first faced oppression at school.

In addition, this activity encourages self-reflection by people who traditionally have not necessarily had to think about how they were affected by prejudice to practice self-reflection and introspection.

Instructions:

If you desire, this activity works well when students are broken into groups of 5 to 6. Ask participants to share a story about a time they saw prejudice, or experienced discrimination in a school setting. A few hints and guidelines will be helpful:

a. The prejudice or discriminatory practice did not have to be intentional.
b. Their experience can involve other students, teachers, administrators, or just the general atmosphere of the school.
c. Mention that hey might think about curricula, teaching styles, educational materials, and other dimensions of education.
d. Remind your students that identity is multidimensional, as people often think immediately about race in these activities.
e. Suggest that their experience can be either of being oppressed or of being the oppressor. Few people will ever choose to tell about being the oppressor but when someone does, it provides a powerful moment of modeling and reflection.

Allow each participant 5 minutes to share her of his story, and if necessary, allow another extra time for them to answer questions from the class about their experience. It is important to validate everyone's experience and to **FOCUS** on how the incident made the respective participant feel when it happened. You might ask individuals how their experience has changed their behavior or attitudes about certain people or places.

After everyone has had the opportunity to share, several questions can prompt a conversation about the experiences and about prejudice and discrimination in schools.

It is important to ensure students understand that names of other students, teachers and administrators should not be used when discussing the experiences. These are students' recollections of events and spreading stories of these alleged events could be harmful to the reputation of anyone identified in the accounts of what happened. Remind your students that they are young adults and that the discussion topics are for the classroom and should not extend outside of it.

1. How did you feel about sharing your experience?
2. What is something you learned either from your own experience or from someone else's story that might lead you to do something differently in the future?
3. What were some of the connections you found among the stories? Is there an identifiable pattern here? What if anything can be done about it?
4. Did anyone have difficulty remembering an incident or identifying when he or she first recognized prejudice or discrimination in a school setting? If so, why?
5. Did others' stories remind you of additional incident in your own experience?

Facilitator Notes:

It is always helpful to "prime the pump" by having the instructor share and example story with the students. This will allow them to see what is expected and to get them thinking along those lines.

PRIMER FOR SAMPLE CHARACTER EDUCATON LESSONS

It is the intention of this section of the teacher handbook to give examples of selected character values and their corresponding behaviors. As a topic for instruction, character education is endorsed by the Auburn School District #408 and shall be used in the curriculums of all instructors at Auburn Riverside High School.

It is the intention of the In-School Suspension Team to administer curriculum based on the following traits. Teachers are welcome to add to, borrow or adapt lessons to fit their topics of instruction. It is most important that faculty and staff model the behaviors associated with the character traits, and as their behavior is "caught" by students, an improvement in the climate and culture of the school is likely to occur. Students' bullying behavior and incidents of violence should decrease, because students will be more kind, tolerant, compassionate and forgiving.

~Thank you for supporting this project for kids.

RESPECT- for others, self and property.

> *Students should think about the feelings of other students.*
> *Students should take care of school property.*
> *Students are positive about themselves.*
> *Students act to improve the appearance of the school or other property.*

HONESTY-
> *Students do not think it is ok to do something as long as they are not caught.*
> *Students do not take things that do not belong to them.*
> *Students can be trusted.*
> *Students do what teachers ask of them.*
> *Students tell the truth.*

SELF-CONTROL-
> *Students resist those things that are not good for them and pass that restraint on to their friends.*
> *Students do what teachers ask of them.*
> *Students exhibit self-control/ self-discipline.*
> *Students are able to wait to get what they want.*
> *Students pay attention in class.*
> *Students allow others to tell them what to do.*
> *Students control their anger.*

RESPONSIBILITY/DEPENDABILITY/ACCOUNTABILITY-
    Students can be trusted to do what they say they will.
    Students do not make excuses for their actions or argue about consequences.
    Students complete work on time.
    Students accept the consequences of their actions.

INTEGRITY/FAIRNESS-
    Students think for themselves.
    Students do what they are asked.
    Students do not take chances to take advantage of other students.
    Students treat others the way they would want to be treated.
    Students stand up or speak-out against wrong and for what is right.

PERSEVERANCE/DILIGENCE-
    Students show determination when faced with a problem.
    Students think about and plan their work.
    Students do not give up when the fail or do not succeed.
    Students fight distraction when doing assignments.

COOPERATION-
    Students help each other.
    Students help the teacher.
    Students do not argue with others.
    Students work well in groups.
    Students compromise to solve conflict/problems.

COMPASSION/EMPATHY-
    Students express compassion when others are having a problem.
    Students do not pick on each other.
    Students do not perpetrate hurtful actions or words.
    Students listen to each other's problems.
    Students comfort or console other students who have problems.

KINDNESS-
    Students are nice to each other.
    Students are nice to teachers and other adults.
    Students give compliments to each other.
    Students help students who have physical or mental disabilities.

FORGIVENESS-
    Students do not try to get even.
    Students accept their own mistakes and those of others.
    Students accept an apology as an end to a problem.

PATRIOTISM/CITIZENSHIP-
    Students are positive about their country.

Adapted from Bulach, (2002)

Students have a positive concept of the police.
Students are positive about he need for rules and laws.
Students care about their community.
Students care about their school.
Students volunteer their services to help where needed.

TOLERANCE/DIVERSITY-
Students accept others who have different religions.
Students accept differences of opinion.
Students do not make fun of differences.
Students accept others who are of a different skin color than their own.
Students make an effort to understand those who are different.

COURTESY/POLITENESS-
Students do not interrupt when others are talking.
Students do not use profanity.
Students do not engage in name-calling.
Students use phrases like "Thank-you, "Excuse me" and, "You are welcome."
Students listen when someone is talking to them.
Students make eye contact with others in a conversation.

GENEROSITY/CHARITY-
Students are concerned about others.
Students want to help less fortunate people.
Students are willing to share what they have with others.

SPORTSMANSHIP-
Students do not get mad when they lose.
Students congratulate their opponents when they win or lose.
Students do not quit trying when they are losing.
Students understand that how a game is played is more important than winning.

HUMILITY-
Students do not brag about themselves.
Students do not put down others.
Students admit when they are wrong.
Students do not make themselves the center of attention.

This is by no means an exhaustive list of possible topics for discussion in your classroom, merely a start to the endless possibilities of what we can teach students together.

CLASSROOM MANAGEMENT SURVEYS

These surveys are to be given at the commencement of the school year to every teacher as an inventory of classroom management suggestions as well as a self-survey of current practice. These surveys will be reviewed as part of the official staff review of the discipline program at the in-services preceding each academic year.

SURVEY 1. Suggestions for Relating to Students in a Positive Manner

4321   I operate on the assumption that each student wants to be successful.

4321   I make it a point to find a way of relating to each student sin a supportive manner.

4321   I am friendly but firm with my students.

4321   I treat each student with kindness and respect.

4321   I attempt to enhance the self-concept of each student by building on his or her skill and optimism.

4321   When a student or students act inappropriately, I remain calm and composed.

4321   I identify three to five students whom I can praise individually for successful work. My goal is to praise and encourage every student each week.

4321   I praise my students as a group for good work.

4321   I display a sense of humor.

4321   During each passing period, I am at the doorway to greet and chat with students.

4321   I am available to students before and after school to help of just talk.

4321   I display respect for the dignity of each student.

4321   To encourage appropriate behavior, I establish realistic behavior standards, including appropriate positive and negative consequences.

4321   I insist students treat me with respect.

4321   Through discussions, I ensure that my students understand the fairness of and reasons for all established standards.

4321   Because students sometimes forget such things as paper and pencils, I keep a supply of "loaners" on hand for such situations. I do not make a big deal over it.

4321   I communicate to students that trivial offenses will not be escalated into major issues. (In working with students, I accept the fact that adolescents act like adolescents. For example, it is common for adolescents to be forgetful or disorganized.

4321   I treat students, as I would like to be treated.

4321   I am impartial and fair in working with students.

4321   I interact with all students, not just a select few.

4321   I give my students a pleasing greeting each day and wish them a pleasant weekend or vacation.

4321   I display a friendly demeanor in the hallways.

Brainard, (2001)

CLASSROOM MANAGEMENT SURVEYS

SURVEY 2. Suggestions for Preventing Student Misbehavior

4321 I use preventive discipline. That is, I attempt to identify potential problems before they develop.

4321 During each passing period, I am at the classroom's doorway so I can supervise both the hallway and my own classroom.

4321 So that I know what is going on in my classroom, I generally spend my class time on my feet.

4321 I expect students to listen attentively while another student or I am talking.

4321 I keep class work and assignments separate from student behavior issues.

4321 When a student, after being corrected for misbehavior, attempts to do the right thing, I praise or otherwise encourage the student.

4321 When I correct student misbehavior, I communicate in a private, positive and respectful manner.

4321 When I detect student frustration or anxiety, I adjust the learning activity.

4321 When a class gets restless or noise seems to grow spontaneously, I provide for a change of pace or activity rather than scolding the class.

4321 I communicate to each of my classes that he entire group will not be disciplined as a result of the actions of a few students.

4321 I admit that at times student misbehavior is a result of something that was my fault.

4321 I am able to motivate my students, including the reluctant learner.

4321 I carefully plan each class session so that there is little to no "dead time".

4321 I adjust my lesson plans to take into account school life situations when students often get restless, such as the last class session on Friday.

4321 During each class session, I provide at least one learning activity in which all students ca experience success.

4321 I provide guided or independent practice during which I move about the classroom giving individual or small group assistance.

4321 During each class period I provide a variety of learning activities. Rarely do I use an entire period for a single activity, as students need a change of pace.

4321 I adjust my daily lesson planning to take into account the students' span of attention.

CLASSROOM MANAGEMENT SURVEYS

SURVEY 3: Suggestions for Handling Student Discipline Situations.

4321   I make discipline decision that are appropriate and realistic for the age of the student and proportionate to the infraction.

4321   I think through discipline decisions before acting.

4321   I make only those discipline decisions that I can enforce.

4321   I make my discipline decision after the "heat of the moment" has passed.

4321   When a student misbehaves in class, I find a way to correct the behavior privately, perhaps by moving near the student and whispering a corrective action.

4321   When I change a student from one seat to another, I notify the individuals concerned either before or after class. Except in emergencies, I do not make changes during the class period, as such action only emphasizes problem situations.

4321   I seek assistance from the administration before allowing misbehavior problems to become acute.

Brainard, (2001)

CLASSROOM MANAGEMENT SURVEYS

SURVEY 4: Suggestions for Providing Leadership in the Classroom.

4321   While I take attendance or perform other necessary duties, often at the outset of each class session, my students are working independently, perhaps on a brief assignment or problem on the overhead or whiteboard.

4321   I establish time saving routines for collecting paper and distributing materials and supplies.

4321   My directions for a learning activity are brief and concise.

4321   I give directions one step at a time. I avoid long and detailed directions.

4321   I use visual aids to help present and review concepts and directions.

4321   After giving directions for guided or independent practice, I move about the classroom observing the effectiveness of my directions and providing assistance.

4321   I show sincere enthusiasm for the subjects I teach.

4321   I provide a neat classroom that gives students the idea of orderliness.

4321   I present a professional personal appearance in the classroom.

4321   I insist that my students maintain high standard in their work and behavior. In both areas my standards are realistic

4321   Because there is no one best teaching method, my methods and learning activities are many and varied.

4321   My homework assignments have a purpose, are instructional, and are regulated as to the time it will take a student to complete the assignment.

4321   To assist students with their homework, I give them hints on how to study showing them a variety of methods.

4321   I ensure that student work is displayed in the classroom.

4321   I provide ways for giving students responsibility. For example, students can plan and mount classroom displays.

4321   Periodically, I videotape a class session so I can evaluate the effectiveness of my own instruction.

4321   I am patient with my students. I am willing to re-teach concepts that were not understood when first taught.

4321   During each class session I summarize, or have students summarize, the days' topics.

4321   The work that I assign is within the power of the students.

4321   My daily plans are clearly related to assigned teaching units.

4321   I use pretests or other procedures to ascertain what students already know.

4321   I limit the lecture method of teaching. Any teacher talks are ten minutes or less in duration.

4321   I involve my students in setting learning goals for each teaching unit.

4321   I ask students to propose test questions and other types of evaluative activities.

4321   I involve students in peer teaching situations, cooperative learning, and small group instruction.

Brainard, (2001)

PURPOSE AND VISION

Having a clear purpose and vision gives meaning to the activity at hand. When a clear aim is established, every one should have a clear understanding of what they are trying to achieve. A classroom which does not have a clear aim understood by everyone cannot maximize the effort, talent and skills of individuals working in that particular system. Deciding and developing a purpose and vision will provide direction and keep those involved focused on the important things.

CREATING A CLASS PURPOSE STATEMENT - to be done during week one of classroom activities or after any significant change in enrollment. Each individual class must determine their purpose and help in the process of determining classroom guidelines.

Do the students understand why they are In class?

If students do not understand the idea behind the course, Spend some time going over the course and why it is offered.

Yes ↓   *No*
Pass out paper to   ↓
each student in class   *See above*

↓

1. Ask each student to write down the answer to the following question:
The purpose of the _____ class is to
_____?

2. Each student writes down their own Purpose Statement on the paper.

3. Students are then put in teams of 5-6 members.

4. All team members will pass their purpose statement to the person to their left or right.

5. Team members read their colleagues Purpose Statement and underline Key words or phrases that have significant meaning to them.

6. After being read and underlined, the Purpose Statements are in turn passed to the other members of the team.

7. Each member in turn reads the purpose statement underlining the significant words or phrases, even if they have already been underlined.

8. Upon completion, a recorder is selected and each team develops an unduplicated list of words and phrases.

9. To limit the number of words: asking for words that have only been under-lined a minimum of three times.

10. The facilitator, in turn, asks each team for a word or phrase from the list which will be written on a white board or flip chart paper. This process is repeated until all the words/phrases have been included.

11. Combine student teams to form two groups.

12. Each group should use as many words on the board as appropriate to write a classroom purpose statement.

13. Each group presents the developed purpose statement to the entire class.

14. The class develops a purpose statement form the two that were presented.

15. The class purpose statement is written down and presented to the class.

16. A consensus chart is completed to determine the commitment level of each student to following the purpose statement. (Allow students to put a percentage of committed feelings in 10's on the board as to how they feel about the purpose of the class). If there is little commitment, do the process again. It should be easier the second time through.

17. If there is a high commitment, as there usually is, then class members sign the Purpose statement and it is posted in the classroom.

Use this same method to determine a "code of conduct" for each class period. The code of conduct should be formed out of behaviors that would allow students to reach the goals of the class purpose statement. Begin with this idea and ensure you have student commitment to following the code of conduct PRIOR to beginning the process. Ensure them that as long as they are part of the process, it will be a code of conduct that they should be able to easily follow during class.

Quality in Education Maunual, (Evans & Fitch, 2003).

PEER REVIEW BOARD

In accordance with Washington State Law, (**WAC 180-40-220**) the Auburn School District #408 has opted to allow the creation of school based student discipline boards. This board comprised of students, teachers, administrators and parents will convene every 2nd and 4th Monday of each month except when school is not in session in which case the board will meet on the first Monday back in session.

The purpose of the Peer Review Board will be to establish suitable penalties for disciplinary infractions that do not constitute and immediate danger to students, staff or property. The Peer Review Board will [recommend] penalties for infractions that have not been solved with attempts at corrective action by the administration, teachers or the standard progressive discipline procedures.

Concurrently, the Peer Review Board will periodically review rules for the school district and individual school site defining the types of misconduct which corrective action or punishment may be imposed and to recommend amendments thereto to the school administration and the School Board of Directors.

Students will run for offices open on the Peer Review Board and will be elected by their peers to the offices. Three Student Board representatives will be elected, one representing the sophomore, junior and senior classes respectively, for each school year and will serve one-year terms.

The rest of the Board will consist of two school administrators, four teachers (Department Heads) and a minimum of four parent representatives not to exceed six. Parents will be chosen using a lottery system based on interested parties.

Format for meetings will be decided at the first meeting of the board after student elections have occurred at the beginning of the academic year. Purpose of the Peer Review Board as established in this document may not be modified, changed or removed.

STAFF GUIDE

~

DISCIPLINE PROCEDURES

Auburn School District # 408

GUIDELINES FOR STUDENT DISCIPLINE
Auburn Riverside High School

A PRACTICAL GUIDE FOR TEACHERS AND STAFF

Developed by W. H. Sarett (3/2004)

INTRODUCTION~

It is the intent of the administration to assist teachers with any and all disciplinary action related to the operation of school and related activities. It is the responsibility of the teacher to make reasonable attempts to maintain good order and discipline in their classrooms at all times (WAC 180-44-020). The preceding expectation requires that prior to asking for administrative support you have made reasonable attempts to change student behavior in the classroom using various types of discipline and using parental contact whenever and wherever possible. These include but are not limited to (instructional variation, management changes, fact finding, conferencing, counselor assistance, teacher assistance).

The following list has been designed as a guide to the usual, minimum consequences for many types of misbehavior that are prohibited at Auburn Riverside High School. It is important to remember that what is presented in this book should be used as basic guidelines. It is also important to note that discipline is cumulative from the beginning of ones high school career. The consequences described are generally administered for the first offense and may be modified depending upon the circumstances of each event. They will be increased in length and severity for repeated offenses (progressive discipline). Teachers and administrators, for many offenses, must make parent contact, whether noted in the plan or not. Legal authorities will be contacted for any illegal activities.

Goals of disciplinary actions:

1. Stop immediate threats to safety of those involved.
2. Stop unwanted behaviors.
3. Educate students about acceptable behaviors.
4. Maintain a safe and supportive learning environment.
5. Assist students to grow morally, emotionally and academically.

Introduction/Goals of Plan

Level 1 offenses-
Profane Language, Disruptive, Insubordination

Offense	Minimum Consequences
Abusive Language/Profanity	Detention to suspension for first offense
Cheating/Plagiarism	No credit on assignment; 2-Hour administrative detention
Minor Classroom disruption	Teacher discipline/detention
Disrespect/Insubordination	1-hour administrative detention
Inappropriate display of affection	Warning to 1 hour administrative detention
Leaving Class w/out pass	1 Hour administrative detention
Misuse of pass	2 Hour administrative detention
No show for detention/In School Sus.	Double initial penalty
Tardiness/Truancy	Detention (varies by number accumulated); Campus Community Service

*Three tardies equal one unexcused absence. All missed school due to truancy must be made up in order for credit to be received.

Level one offenses are typically those that staff members may encounter in the classroom during the school day. They are prohibited by the school discipline code and ALL staff members are expected to enforce the rules contained therein. If students are seen engaged in any of the above activities or in activities believed to be against the policies of the school and or district, please contact an administrative staff member as soon as possible to assist with the situation. Administration can be contacted by dialing the main office (0). Contact administrative personnel with details of the events by writing a referral slip or by contacting an administrator directly.

Level 1 offenses - *Referral*
Profane Language, Disruptive, Insubordination

Level 2 offenses - *Referral*
Verbal Conflicts, False Accusations, Cheating

Offense	Minimum Consequences
False Accusations/Defamation	2 Hr. Administrative Detention
Forgery/Cheating	ISS 2 days; parent contact
Gambling	ISS 2 days
Verbal Conflicts	2 Hour Administrative Detention
Insubordination	2 Day ISS; Parent contact

Level 2 offenses are those student behaviors that are more serious than level 1 offenses and pose a greater threat to students and staff. These should be enforced at the same level as all discipline infractions. Contact administrative personnel with details of the events by writing a referral slip or by contacting an administrator directly.

Level 2 offenses-
Verbal Conflicts, False Accusations, Insubordination

Level 3 offenses- <u>Alert Administration Immediately!</u>
Drug Possession, Extortion, Fighting, Harassment

Offense	Minimum Consequences
Drug Possession/Use	Thirty day OSS; Law enforcement involved
Extortion/Blackmail	Thirty day OSS; Law enforcement involved
Fighting	3 Days OSS first offense
Harassment	Two Days OSS first offense
Theft	3 Days ISS first offense; Restitution
Tobacco Violations	5 Day OSS first offense
Vandalism/major	Emergency Expulsion & Restitution
Vandalism/minor	3 Days ISS; Restitution

Level 3 Offenses are very serious and need immediate attention by administrative staff. You are asked to call the main office (5555) with location and violation or escort students to main office to ensure their safety and safety of staff. As in all cases, if you believe that someone is in imminent danger and time does not permit administrative intervention, dial 911.

Level 3 offenses - <u>Alert Administration Immediately (Dial 5555)</u>
Drug Possession, Extortion, Fighting, Harassment

Level 4 offenses- *Alert Administration Immediately!*
Assault, Threats, Drug Possession, Intimidation

Offense	Minimum Consequences
Arson/Threats to Kill	Emergency Expulsion
Assault	Emergency Expulsion
Bomb Threat	Emergency Expulsion
Burglary	Emergency Expulsion
Drug Distribution	Emergency Expulsion
False Fire Alarms	Emergency Expulsion
Intimidation/Threats/Harassment	Emergency Expulsion
Trespassing (on campus while suspended)	Emergency Expulsion
Weapons/Explosives on campus	Emergency Expulsion

Level 4 Offenses are considered the greatest threat to staff and student safety. They need immediate attention by administrative staff. You are asked to call the main office (5555) with location and violation or escort students to main office to ensure their safety and safety of staff. As in all cases, if you believe that someone is in imminent danger and time does not permit administrative intervention, dial 911.

Level 4 offenses- *Alert Administration Immediately! (Dial 5555)*
Assault, Threats, Drug Possession, Intimidation

Definitions of Disciplinary Terms

Discipline in the context of this plan refers to both prevention and penalties for not following the behavior bylaws. It shall include all forms of corrective action or punishment other than suspension and expulsion and shall include the exclusion from a class for a period of time not exceeding the balance of the immediate class, subject or activity period.

Teacher Detention - Detention may be assigned by teachers as a consequence for violating classroom rules.

Administrative Detention – Administrative detention will be held between the hours of 2:30 and 3:30 p.m. Administrative detention is always assigned 24 hours in advance and students arriving after 2:30 will not be admitted to detention. They will be reported as absent and subject to additional disciplinary action. Students are required to bring educationally relevant materials to detention and will not be allowed to converse with peers.

Campus Community Service Assignment – Students committing specified infractions may be assigned to special clean up or beautification projects in lieu of other disciplinary measure.

In-School Suspension (ISS)– Building administration may assign in-school suspension as an alternative form of discipline to a short term out of school suspension. It is designed for students who have difficulty adhering to the discipline policy and have shown the need for remedial social skills training. These students also have shown the need to remain in a school setting for as much time as possible to master curriculum.

Suspension (OSS)– Means the denial of access by a student to any single class, subject or activity or full schedule of subjects or classes for a stated period of time. Suspensions vary in length based on circumstances and level of infraction.

Expulsion - A denial of attendance at any single subject or class or at any full schedule of subjects or classes for an indefinite period of time. Expulsion includes the denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the Auburn School District #408.

The Auburn School District #408 is an Equal Opportunity Provider.

For questions concerning this guide or other disciplinary support, please contact Mr. Will H. Sarett at ARHS by dialing 3160 or calling 253/ 804-5154.

Definitions of Disciplinary Terms

ACCEPTANCE OF RESPONSIBILITIES

TEACHERS

I will pledge to support the discipline program at Auburn Riverside High School as part of an overall program of enhancing and improving the learning environment for students.

I will model behavior that is consistent with the character education teachings and be professional in my interactions with all students, staff, parents and administration.

I will support the administration at Auburn Riverside High School in their endeavors to implement, sustain and review policies that affect the attitudes and behaviors of students attending ARHS.

ALL STAFF

I will pledge to support the efforts of my colleagues in dealing with school discipline.

I will learn to use the school discipline program in order to consistently handle students in a manner that allows them to take responsibility for their own actions and learn to correct or avoid unacceptable behavior practices.

I will support the administration at Auburn Riverside High School in their endeavors to implement, sustain and review policies that affect the attitudes and behaviors of students attending ARHS.

STUDENTS

I will pledge to know and understand the discipline policies at Auburn Riverside High School.

I will take full responsibility for my actions and I will be honest at all times.

I will support my fellow classmates and the student body of Auburn Riverside whenever and wherever possible in their pursuit of excellence and life-long learning.

ADMINISTRATION

I will pledge to support faculty, staff and students in their pursuit of knowledge whenever and wherever possible and to the best of my ability.

I will follow the discipline program when dealing with student misbehavior and in determining penalties for them.

I will model kindness, compassion and integrity in my interactions with others whether they are students, staff, faculty or community members.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a written discipline guide to be used at Auburn Riverside High School by teachers, students, support staff, community members and parents. In addition, the plan was designed to fortify the existing discipline practices at Auburn Riverside. Through the process of extensive review of related literature and other pertinent documents, a school-wide discipline guide was developed. The behavior handbook built on existing practice taking into consideration state laws and codes and used programs found successful in similar high school settings as models. In the future, this guide will be used by new staff, students, substitute teachers, community volunteers and parents to work through the steps involved with student discipline at Auburn Riverside High. It was created to allow teachers to maximize their students' learning time and build a safe, supportive environment for all students attending. The lesson plans were developed as examples to be used during the first weeks of school and for a school-wide creation of behavior standards and practices.

Conclusions

As a result of this study, the following conclusions have been made:

1. Implementing effective discipline takes support from the entire school community. Parents, student and staff must all have buy-in to create a plan that works and is consistently used.

2. Student conduct is based largely on the staff's overall attitudes toward discipline and behavior modeling skills and the consistency with which discipline code infractions are handled.

3. To assume that students know how to behave at school is naive. Just as they need to be taught how to use the quadratic equation, they must be taught what acceptable behavior is and how to model it.

4. Strategies and interventions must be within the legal limits of the authorities carrying them out.

5. Multiple interventions must be available to use in a variety of situations. Students must understand their wrongdoing and be ready to right the situation they have created.

6. All school personnel must have a shared focus and high level of commitment to the enforcement of behavior standards.

7. Timeliness and consistency in responding to discipline issues is a critical factor in maintaining the building commitment.

8. Ownership is created when strategies, interventions and policies are developed using a school-wide approach.

9. Uniform documentation at every step of a discipline proceeding is critical for staff and administration to have any power over punishment and sanctions being handed down.

10. A standardized reporting system is a vital piece of a school-wide discipline plan. It allows for consistency in punishments, determination of the scope of problems, the identification of repeat offenders and in assessing the value of the disciplinary measures being used.

11. Staff training in discipline policies and procedures is paramount to the implementation of a successful school-wide discipline program.

Recommendations

1. A school-wide approach must be taken in which students are part of the process of determining appropriate standards of conduct. Concurrently, students are to be instructed in the staff's expectations as part of the development of the climate and culture of the school.

2. A staff/peer-review board should be created in order to have a consistent judicial body to determine and enforce school policies for behavior code violations.

3. An in-school suspension program with a related character education curriculum should be instituted to assist with students that do not respond to other methods of discipline.

4. Auburn Riverside's discipline plan should be updated frequently to reflect changes in the law, school climate and staff/student attitudes toward behavior expectations in the schoolhouse.

5. Parents, students, staff and community volunteers should be part of decisions regarding major discipline issues.

6. The School Board of Directors should be involved with the development of any code of conduct to ensure agreement between school board policies and individual school building policies.

7. Staff, parents and community volunteers must be kept in an ongoing training process in order to ensure appropriate actions and consistent discipline is being carried out in accordance with school and district policy.

8. Auburn Riverside High School's behavior guidelines should be available to parents, staff and community volunteers. The process by which individual staff members implement the disciplinary guidelines must be consistent.

9. A uniform method of documentation must be used by staff to ensure proper steps have been taken in the disciplinary process.

10. The focus of the school discipline plan should be to maintain a safe and supportive learning environment for students and staff while teaching effective strategies of behavior management.

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Staff Survey	Riverside High School Percent Positive Responses	
Clear and Shared Focus		89.2%
High Standards and Expectations		80.8%
Strong School Leadership		87.4%
Supportive Learning Environment		79.9%
Parent and Community Involvement		82.6%
Collaboration and Communication		69.8%
Frequent Monitoring		72.5%
Curriculum, Instruction & Assessment		86.5%
Professional Development		65.1%

Riverside HS Staff Survey

Percent Positive for Each Objective
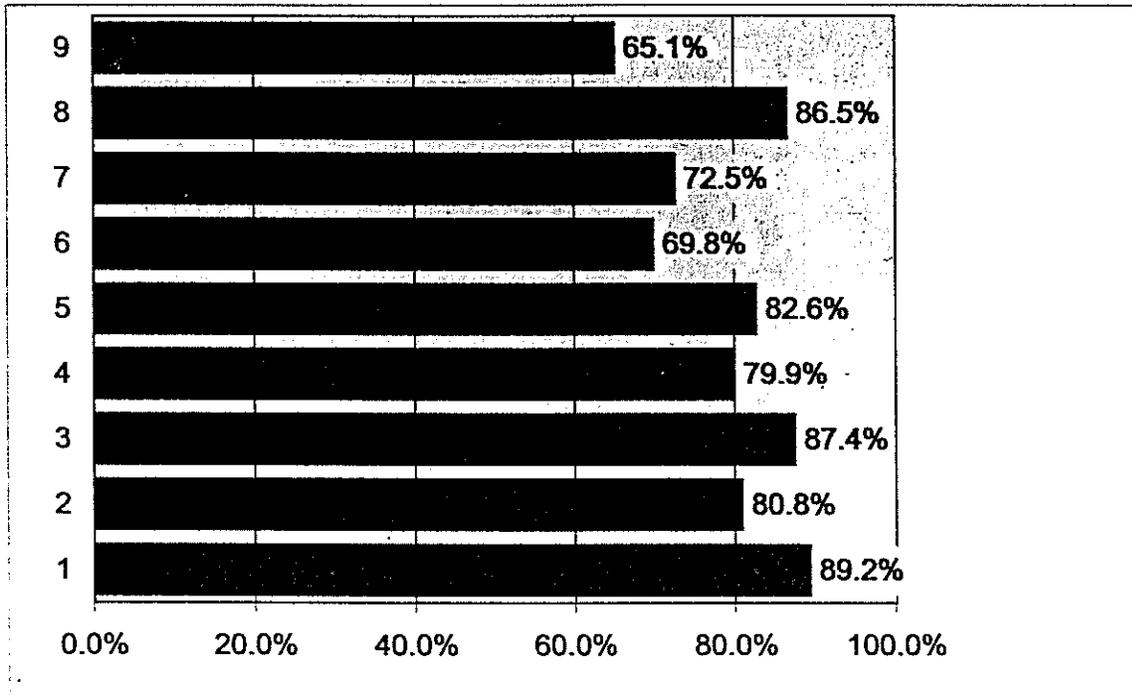
RIVERSIDE HS STAFF

	SD	D	A	SA	DK	%POS
1. Staff members work toward achieving the school learning improvement goals.		3.00%	76.00%	19.00%	2.00%	95.00%
2. In this school the primary emphasis is on teaching and learning.	1.00%	1.00%	63.40%	32.70%	2.00%	96.10%
3. Staff members feel responsible for student learning.		2.00%	56.00%	42.00%		98.00%
4. When making important decisions, the school focuses on what is best for student learning.		9.90%	58.40%	27.70%	4.00%	86.10%
5. Staff members take advantage of opportunities to share educational goals with parents, community members and students.		9.00%	68.00%	17.00%	6.00%	85.00%
6. We have curriculum grade level expectations for every subject taught in our school and instruction is guided by these standards.	1.00%	9.90%	55.40%	19.80%	13.90%	75.20%
7. We have high student learning expectations for every subject taught in our school.	1.00%	17.80%	58.40%	13.90%	8.90%	72.30%
8. Based on these expectations, teachers implement effective teaching and learning strategies.		7.90%	66.30%	17.80%	7.90%	84.10%
9. Students are consistently challenged in our school.	1.00%	24.20%	58.60%	13.10%	3.00%	71.70%
10. Students in our school are aware of academic expectations.	1.00%	8.90%	71.30%	15.80%	3.00%	87.10%
11. Teachers in our school are dedicated to help students master basic skills to achieve district and state standards.		3.00%	54.50%	40.60%	2.00%	95.10%
12. Our school has successful preventive and intervention strategies for helping at-risk students.	1.00%	15.80%	48.50%	25.70%	8.90%	74.20%
13. Administrators and building leaders in our school advocate, nuture, and sustain a school culture and programs conducive to student learning.	1.00%	4.00%	62.40%	31.70%	1.00%	94.10%
14. Administrators and building leaders in our school advocate, nuture, and sustain a school culture and programs conducive to staff professional development.	1.00%	9.90%	59.40%	28.70%	1.00%	88.10%
15. Administrators in our school manage the school operations, organizations, and resources to ensure a safe, efficient, and effective learning environment.		3.00%	59.00%	38.00%		97.00%

	SD	D	A	SA	DK	%POS
16. Administrators in our school act with integrity, fairness, and in an ethical manner.		4.00%	58.00%	38.00%		96.00%
17. Staff members are encouraged to take on leadership roles in the school and district.		3.00%	52.50%	39.60%	5.00%	92.10%
18. Staff members in our school act with integrity, fairness, and in an ethical manner.		2.00%	66.30%	30.70%	1.00%	97.00%
19. Staff members in our school collaborate with parents, families, and community members.	1.00%	6.90%	69.30%	19.80%	3.00%	89.10%
20. Staff members in our school are encouraged to take risks to stretch and grow.	3.00%	17.80%	51.50%	15.80%	11.90%	67.30%
21. Teachers in our school support, encourage, and mentor each other.		4.00%	42.60%	50.50%	3.00%	93.10%
22. Time spent in meetings is used constructively.	5.00%	18.80%	56.40%	18.80%		75.20%
23. Administrators hold all staff members accountable for responsible professional behavior.	5.00%	19.80%	55.40%	16.80%	3.00%	72.20%
24. Our school provides an atmosphere where every student has opportunities to succeed.		4.00%	56.40%	37.60%	1.00%	94.00%
25. I work with people who treat me with respect.		2.00%	36.60%	61.40%		98.00%
26. I feel students respect me as a staff member.		4.00%	53.50%	41.60%	1.00%	95.10%
28. I feel parents respect me as a staff member.		3.00%	58.40%	36.60%	2.00%	95.00%
28. The staff has good rapport with students and treats them with respect.			51.50%	48.50%		100.00%
29. The staff works well together.		1.00%	51.50%	46.50%	1.00%	98.00%
30. Staff members at our school value ethnic and cultural differences.		4.00%	63.40%	28.70%	4.00%	92.10%
31. Our school has clear behavioral expectations for all students.	5.00%	33.70%	51.50%	9.90%		61.40%
32. Our school's behavioral expectations are consistently applied to all students.	9.90%	45.50%	36.60%	5.00%	3.00%	41.60%
33. Our school's discipline policy clearly communicates guidelines for dealing with bullying and harassing.	2.00%	7.90%	59.40%	21.80%	8.90%	81.20%
34. Our school's discipline policy clearly communicates guidelines for dealing with issues of discrimination.	1.00%	12.90%	58.40%	17.80%	9.90%	76.20%
35. The school's procedure in dealing with drugs, alcohol, and weapons is consistently utilized.	5.00%	18.00%	42.00%	22.00%	12.00%	64.00%

	SD	D	A	SA	DK	%POS
36. The school's procedure in dealing with physical and verbal assault on staff is consistently utilized.	4.00%	21.80%	42.60%	7.90%	23.80%	50.50%
37. I feel safe at our school.		2.00%	43.00%	55.00%		98.00%
38. Our school has a comprehensive school safety and crisis response plan.		1.00%	54.50%	35.60%	8.90%	90.10%
39. I know what my responsibilities are regarding the comprehensive school safety plan.	1.00%	11.90%	50.50%	28.70%	7.90%	79.20%
40. Teachers receive appropriate support for students special needs(Sp. Ed.,ELL,504,Title).	5.00%	37.60%	45.50%	11.90%		57.40%
41. Teachers receive appropriate support for highly gifted students.	2.00%	26.70%	44.60%	8.90%	17.80%	53.50%
42. The school offers personalized instruction and small group learning opportunities.	1.00%	19.80%	63.40%	9.90%	5.90%	73.30%
43. Students in our school are provided a wide range of opportunities for meaningful involvement through student leadership, clubs, and activities.			36.60%	62.40%	1.00%	99.00%
44. Our school provides strategies to parents to support their students.		12.90%	62.40%	12.90%	11.90%	75.30%
45. Our staff respects the different cultures represented in our student population.		2.00%	76.20%	17.80%	4.00%	94.00%
46. Our school has designed effective forms of school-to-home and home-to-school communications about school programs and student progress.		5.00%	59.40%	21.80%	12.90%	81.20%
47. I utilize email to communicate with parents (and/or students).		1.00%	44.60%	53.50%	1.00%	98.10%
48. Our school website provides relevant information to parents and community.		2.00%	51.50%	44.60%	2.00%	96.10%
49. Our staff promotes student success within the community.			64.40%	29.70%	5.90%	94.10%
50. Our staff is aware of community resources.	1.00%	11.90%	58.40%	11.90%	16.80%	70.30%
51. Our staff utilizes community resources for our students.	2.00%	10.00%	54.00%	10.00%	24.00%	64.00%
52. Our staff collaborates with parents on school issues and policies.	1.00%	10.00%	61.00%	9.00%	19.00%	70.00%
53. Staff and administrators engage in collaborative decision-making.	1.00%	7.90%	59.40%	22.80%	8.90%	82.20%
54. All staff members are involved in the school improvement effort.	1.00%	21.80%	48.50%	18.80%	9.90%	67.30%

	SD	D	A	SA	DK	%POS
55. Multiple opportunities for collaboration are defined and time is allocated to foster communication.	3.00%	16.80%	64.40%	8.90%	6.90%	73.30%
56. Our staff is consistent and purposeful in cross-grade level conversations that result in an alignment of the curriculm within and among content areas.	3.00%	24.80%	51.50%	5.90%	14.90%	57.40%
57. There is a procedure in place for consistent and purposefull collaboration within your department.	1.00%	9.90%	47.50%	39.60%	2.00%	87.10%
58. The administrators facilitate effective procedures for gathering disseminating feedback from staff, parents, and community memebers.	1.00%	9.00%	66.00%	12.00%	12.00%	78.00%
59. Multiple strategies are used for communicating with students, parents, and community members.		2.00%	70.00%	22.00%	6.00%	92.00%
60. Our parents are highly involved in the school improvement effort.	5.90%	24.80%	18.80%	2.00%	48.50%	20.80%
61. Teachers modify classroom practice based on student achievement data.		15.80%	62.40%	5.00%	16.80%	67.40%
62. Assessment in our school is aligned with state standards.		5.00%	67.00%	21.00%	7.00%	88.00%
63. In our school, results of classroom assessment are used to improve an individual student's preformance.		17.80%	51.50%	13.90%	16.80%	65.40%
64. In our school, results of standardized assessment are use to improve instructional program.	1.00%	13.90%	61.40%	6.90%	16.80%	68.30%
65. In our school, the staff evaluation and oberservation process focuses on improving teaching and student learning.	1.00%	7.00%	64.00%	21.00%	7.00%	85.00%
66. Experienced teachers mentor less experienced teachers.		4.00%	47.50%	47.50%	1.00%	95.00%
67. In our school, administrators frequently drop in on my classroom when i'm teaching.	12.90%	38.60%	33.70%	5.00%	9.90%	38.70%
68. Our curriculum is aligned with district and state standards.			62.40%	31.70%	5.90%	94.10%
69. Instruction is modified based on student achievement data.		12.90%	66.30%	10.90%	9.90%	77.20%
70. There is a clear link between student assesssments and instructional activities.	1.00%	5.00%	66.00%	17.00%	11.00%	83.00%
71. Teachers in our school provide instructional activities that engage students in learning.		1.00%	71.30%	23.80%	4.00%	95.10%

	SD	D	A	SA	DK	%POS
72. The work given to students in our school is purposeful and meaningful.		2.00%	69.30%	21.80%	5.90%	91.10%
73. Staff members engage students in higher level thinking on a daily basis.		10.90%	66.30%	15.80%	6.90%	82.10%
74. Staff members know how to incorporate technology into class instruction.		7.90%	62.40%	24.80%	5.00%	87.20%
75. Staff members provide opportunities for students to utilize technology.		5.00%	63.40%	28.70%	3.00%	92.10%
76. Our school offers a wide variety of curriculum choices to match students' interests and post-secondary goals.		1.00%	43.60%	55.40%		99.00%
77. Students access career services and curriculum through our school's career center or work-based learning programs.			29.70%	63.40%	6.90%	93.10%
78. Student gender, multicultural, and social skill differences are accommodated in instructional practices.		9.90%	60.40%	15.80%	13.90%	76.20%
79. Student learning styles and ability differences are accommodated in instructional practices.		6.90%	71.30%	15.80%	5.90%	87.10%
80. Teachers in our school use research-based instructional programs and practices.		7.90%	55.40%	11.90%	23.80%	67.30%
81. There is an adequate amount of technical training for our staff.		18.80%	63.40%	14.90%	3.00%	78.30%
82. Professional developement is based on needs assessments, supports the school's goals, and is sustained over time.	1.00%	15.80%	61.40%	11.90%	9.90%	73.30%
83. In-service education programs are directly related to teacher needs and the school improvement plan.	3.00%	23.80%	55.40%	11.90%	5.00%	67.30%
84. Deliberate decisions are made to ensure resources are allocated to maintain and sustain professional developement.		12.10%	58.60%	11.10%	18.20%	69.70%
85. Leaders in our school have focused a great deal of time planning, implementing, and monitoring professional developement activities.	1.00%	13.90%	50.50%	16.80%	17.80%	67.30%
86. Professional development opportunities are provided for all classified and certificated staff.	1.00%	4.00%	58.40%	21.80%	14.90%	80.20%

	SD	D	A	SA	DK	%POS
87. Professional development offerings are customized and based on individual and organizational needs.	3.00%	20.80%	51.50%	10.90%	13.90%	62.40%
88. Teachers have access to educational research and journals to suppport their professional efforts.	2.00%	17.80%	49.50%	9.90%	20.80%	59.40%
89. Time is set aside to talk about educational issues, discuss relevant journal articles, and to report on profesional development activities in which staff members have participated.	15.80%	40.60%	21.80%	5.90%	15.80%	27.70%

Parent Survey	Riverside High School Percent Positive Responses	
Clear and Shared Focus		74.4%
High Standards and Expectations		69.2%
Strong School Leadership		69.5%
Supportive Learning Environment		68.6%
Parent and Community Involvement		70.2%
Collaboration and Communication		67.4%
Frequent Monitoring		61.8%
Curric, Instruction, Assessment		68.2%
Professional Development		47.6%
I attend my child's school events		78.7%

Riverside HS Parent Survey

Percent Positive for each objective

0.0%	10.0%	20.0%	30.0%	40.0%	50.0%	60.0%	70.0%	80.0%

1   74.4%

2   69.2%

3   69.5%

4   68.6%

5   70.2%

6   67.4%

7   61.8%

8   68.2%

9   47.6%
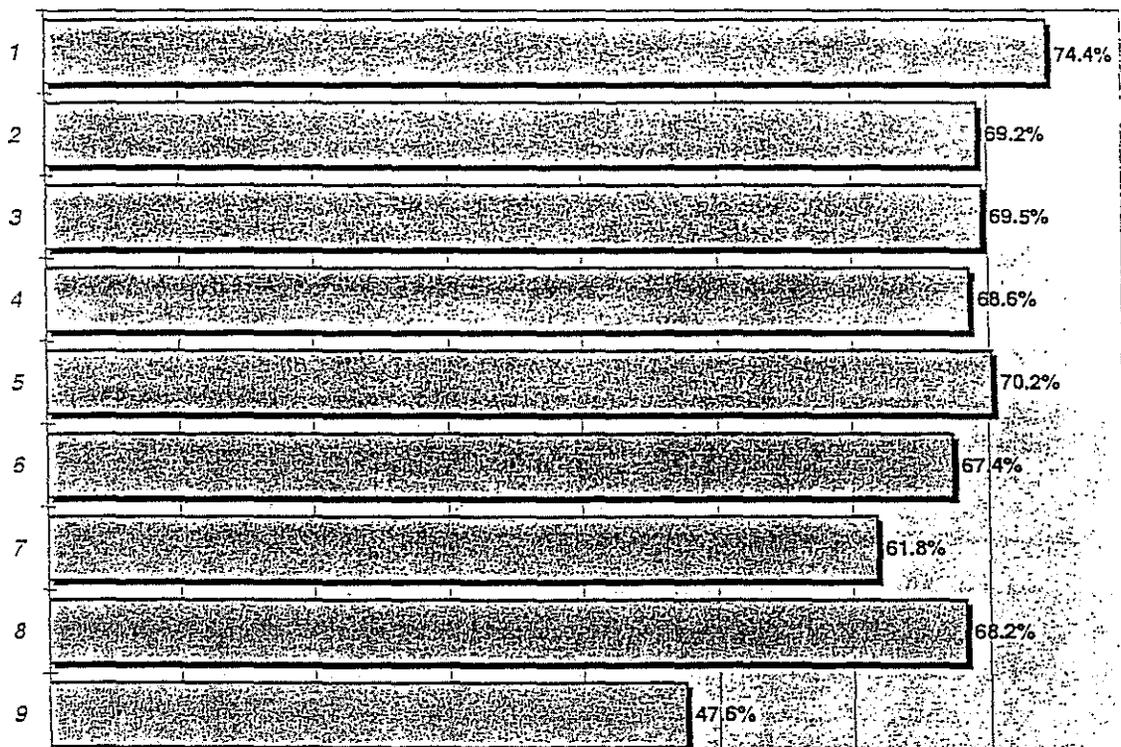
Parents Riverside HS

	SD	D	A	SA	DK	%POS
1 Our school effectively communicates information about student learning.	2.20%	12.10%	67.50%	14.30%	4.00%	81.80%
2 Our school informs parents about improvement efforts through conferences and other written communication.	2.50%	17.10%	60.30%	12.50%	7.60%	72.80%
3 Our school informs parents about improvement efforts through newsletters and other written communications.	1.30%	10.80%	65.60%	17.90%	4.40%	83.50%
4 I would like to be more involved in the school learning improvement process.	2.20%	23.00%	50.10%	9.30%	15.10%	59.40%
5 Teachers have high expectations for teaching and learning at my child's school.	3.00%	9.50%	63.20%	15.10%	9.10%	78.30%
6 My child is aware of the teacher's academic expectations.	1.80%	7.80%	64.10%	22.70%	3.60%	86.80%
7 The academic expectations for my child are realistic.	2.50%	8.10%	67.80%	17.30%	4.00%	85.10%
8 My child is challenged to do his/her best at school.	2.80%	13.70%	61.10%	18.70%	3.60%	79.80%
9 Teachers in our school are dedicated to helping my child achieve district and state standards.	3.40%	12.10%	60.90%	13.60%	9.60%	74.50%
10 A strong academic program is provided to all students.	2.90%	14.00%	57.30%	12.80%	13.00%	70.10%
11 The teachers in our school set high expectations for student behavior.	3.20%	12.90%	58.00%	15.40%	10.30%	73.40%
12 The administrators in our school make sure that the instructional programs helps students learn.	2.80%	11.30%	55.60%	9.30%	20.00%	64.90%
13 The administrators in our school work to make sure the school has a safe, efficient, and effective learning environment.	2.90%	10.50%	61.80%	14.10%	9.90%	75.90%
14 The administrators in our school act with integrity, fairness, and in an ethical manner.	4.60%	10.60%	56.30%	11.60%	16.50%	67.90%
15 The administrators, teachers, and other staff work together to make the school run effectively.	1.60%	8.30%	62.50%	11.60%	15.70%	74.10%
16 The administrators in our school are active, involved, and easy to access.	3.70%	12.30%	53.50%	11.40%	18.90%	64.90%
17 Our school is doing a good job of providing my child with the opportunity to reach his/her full potential.	3.20%	12.40%	64.60%	14.80%	5.10%	79.40%
18 My child feels safe at school.	2.60%	8.80%	67.20%	16.90%	4.00%	84.10%

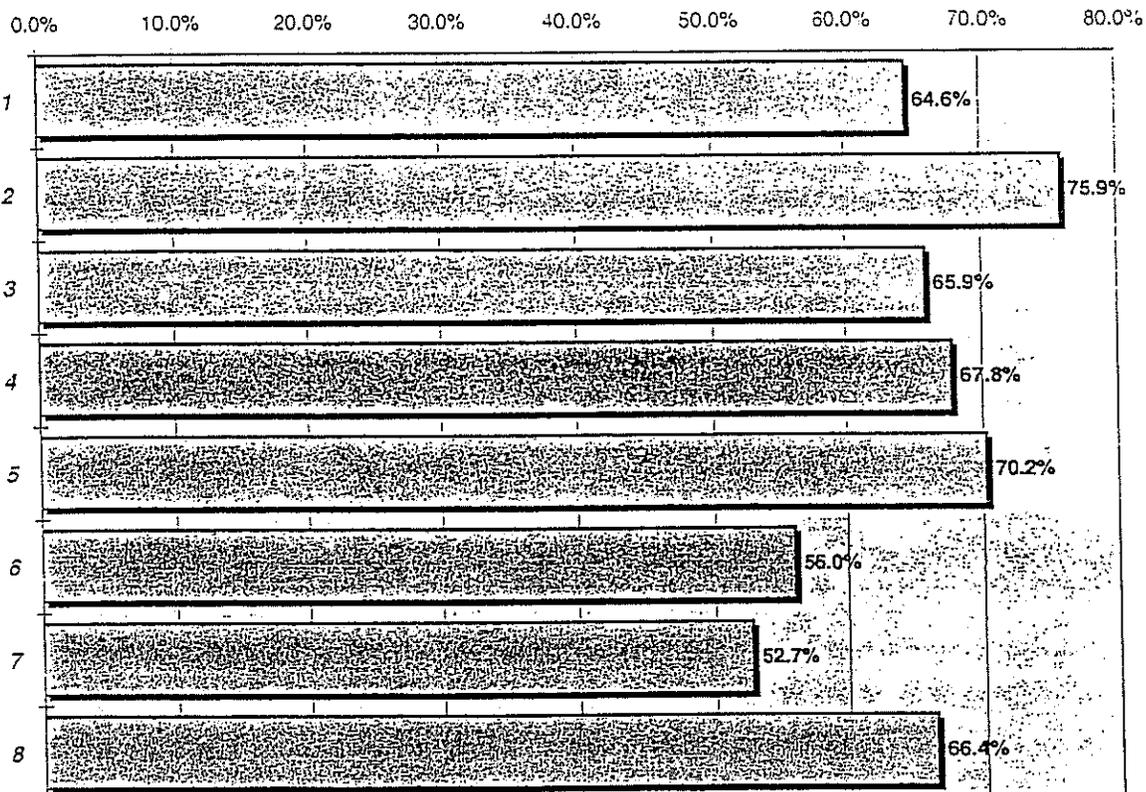|	SD	D	A	SA	DK	%POS
19 I believe the use of alcohol, tobacco, and illegal drugs is not a problem in our school.	13.90%	29.70%	33.70%	7.10%	15.00%	40.80%
20 Our school provides adequate intervention strategies/programs to address the use of tobacco, alcohol, and illegal drugs.	6.00%	16.30%	38.40%	7.50%	31.40%	45.90%
21 Our school deals effectively with bullying and harassment.	5.80%	16.10%	38.90%	8.40%	30.30%	47.30%
22 Our school is well maintained.	1.50%	5.60%	68.90%	18.90%	5.00%	87.80%
23 Our school classroom facilities support the instructional program.	1.90%	8.10%	66.00%	10.60%	13.40%	76.60%
24 Our school's equipment and supplies support our education programs.	1.90%	7.20%	67.40%	10.30%	13.10%	77.70%
25 Our school has a safety plan for all kinds of situations.	1.50%	7.00%	48.60%	10.40%	32.20%	59.00%
26 Our school provides curriculum for diverse student needs, i.e., special education, gifted/honors, English-Language-Learner students, 504-students, Title V, etc.	1.30%	5.50%	53.50%	15.00%	24.60%	68.50%
27 Our school works with community resources to support student achievement.	1.30%	5.30%	56.50%	9.60%	27.10%	66.10%
28 My child has a wide range of opportunities for meaningful involvement in school and extra-curricular activities.	1.50%	5.80%	66.30%	20.30%	6.00%	86.60%
29 Our school's counseling and guidance services are supportive of my child's present needs and future aspirations.	3.50%	11.10%	55.70%	16.40%	12.80%	72.10%
30 I am informed of school activities and events.	3.50%	15.50%	60.90%	15.90%	3.70%	76.80%
31 I know in advance about classroom activities and events.	4.00%	27.30%	52.80%	10.30%	5.20%	63.10%
32 I am aware of the existence and purpose of the career center and vocational planning.	3.50%	17.10%	56.20%	12.20%	10.80%	68.40%
33 Teachers are polite and responsive to parents.	2.10%	7.00%	64.10%	18.00%	8.20%	82.10%
34 I feel welcome and supported in the Main Office, Attendance Office, Guidance Office, and Activities Office of my child's school.	2.10%	8.20%	59.70%	22.10%	7.40%	81.80%
35 My child's teachers communicate their classroom expectations to me.	3.90%	16.70%	58.00%	14.10%	7.00%	72.10%
36 Parents have opportunities to give input on major issues and decisions at the school.	4.40%	19.70%	43.80%	8.10%	23.60%	51.90%

	SD	D	A	SA	DK	%POS
37 Parents, families, and community agencies have a wide variety of ways to be involved at school.	2.00%	11.30%	57.60%	8.40%	20.40%	66.00%
38 My child has a computer and internet access outside of school.	3.20%	6.70%	51.10%	36.20%	2.50%	87.30%
39 I access the school's website for information.	8.40%	28.10%	41.70%	12.70%	8.80%	54.40%
40 I understand how to access people at the school through email.	6.10%	15.30%	49.90%	18.70%	10.00%	68.60%
41 I can share concerns with the principal or my child's teacher(s) and they would help me.	4.90%	9.30%	54.60%	13.10%	17.60%	67.70%
42 Parent-teachers conferences are productive and give specific information about my child's progress.	3.30%	11.70%	52.20%	15.50%	16.70%	67.70%
43 The school provides an opportunity to establish an educational partnership with my child's teachers.	2.40%	12.30%	56.10%	10.60%	18.50%	66.70%
44 My child's teachers provide for his/her needs by adjusting instruction.	5.60%	18.70%	42.80%	8.70%	23.80%	51.50%
45 My child's teachers' grading systems are fair and accurately reflect my child's performance.	2.30%	11.80%	64.10%	13.30%	8.30%	77.40%
46 In addition to providing report cards, the teachers in my child's school communicate with me about my child's progress.	8.60%	27.90%	45.70%	10.70%	6.60%	56.40%
47 Our school is successfully preparing students for their education/career at the next level.	4.10%	11.10%	58.80%	13.90%	11.70%	72.70%
48 The educational program offered to students at this school is diverse and challenging.	2.10%	9.70%	63.70%	14.10%	9.70%	77.80%
49 Our school prepares students to apply what they are learning to new situations.	1.80%	11.50%	58.00%	9.10%	19.50%	67.10%
50 My child is provided opportunities to incorporate technology in the classroom.	2.10%	7.30%	62.90%	10.70%	16.60%	73.60%
51 Our school adequately prepares my child to pass Washington Assessment of Student Learning (WASL).	4.30%	13.30%	55.10%	10.60%	16.50%	65.70%
52 I understand how the state's Certificate of Mastery relates to graduation requirements.	7.20%	15.60%	44.90%	7.60%	24.00%	52.50%
53 Our school offers opportunities for me to learn more about the school's academic programs.	3.30%	15.00%	53.20%	7.20%	21.10%	60.40%

	SD	D	A	SA	DK	%POS
54 Communication from my child's school informs me what the teachers are learning during teacher in-service days.	14.30%	30.20%	29.20%	5.50%	20.60%	34.70%
55 I attend my child's school for events and activities.	4.80%	11.40%	56.30%	22.40%	4.90%	78.70%

Student Survey	Riverside HS Student Percent Positive Responses	
Clear and Shared Focus		64.6%
High Standards and Expectations		75.9%
Strong School Leadership		65.9%
Supportive Learning Environment		67.8%
Parent and Community Involvement		70.2%
Collaboration and Communication		56.0%
Frequent Monitoring		52.7%
Curric. Instruction, Assessment		66.4%

Riverside HS Student Survey

Percent Positive for each objective

	0.0%	10.0%	20.0%	30.0%	40.0%	50.0%	60.0%	70.0%	80.0%

1. 64.6%
2. 75.9%
3. 65.9%
4. 67.8%
5. 70.2%
6. 56.0%
7. 52.7%
8. 66.4%

STUDENT RIVERSIDE HS

	SD	D	A	SA	DK	%POS
1. I know what the goals are for my school.	3.00%	15.70%	49.40%	13.30%	18.10%	62.70%
2. My teachers believe that I can learn.	1.60%	5.50%	57.20%	31.30%	4.40%	88.50%
3. My teachers make deisions based on what is best for all students.	4.60%	22.40%	52.80%	14.10%	5.70%	66.90%
4. Students in my school try hard to set and reach goals.	9.90%	36.30%	35.10%	5.00%	13.10%	40.10%
5. My teachers are committed to high academic standards for all, regardless of race, gender, or special needs.	2.80%	12.50%	51.00%	27.60%	6.10%	78.60%
6. I am consistently challenged academically by teachers at my school.	4.70%	21.70%	52.00%	16.90%	4.40%	68.90%
7. I know what my teachers expect me to learn.	2.20%	15.00%	59.90%	18.70%	4.00%	78.60%
8. I produce high quality work.	3.30%	15.40%	54.00%	21.00%	5.80%	75.00%
9. My school has academic programs to help students who need additional help.	2.00%	5.50%	53.20%	26.00%	13.00%	79.20%
10. The teachers in my school are committed to helping all students to be successful learners.	3.90%	14.70%	54.70%	20.20%	6.30%	74.90%
11. Administrators in our school are seen as leaders by students.	13.80%	32.20%	32.70%	7.80%	13.20%	40.50%
12. Administrators help create a safe school.	6.00%	15.00%	55.00%	16.20%	7.80%	71.20%
13. Teachers help create a safe school.	3.70%	13.30%	63.80%	14.50%	4.70%	78.30%
14. Administrators help create a successful and well-run school.	4.20%	15.10%	59.50%	12.20%	8.60%	71.70%
15. Teachers help create a successful and well-run school.	2.70%	12.80%	65.40%	12.50%	6.40%	77.90%
16. Administrators treat students fairly.	13.40%	27.10%	40.70%	8.80%	9.40%	49.50%
17. The principals, teachers, and other adults encourage students to take on leadership roles in my school.	3.70%	22.40%	50.60%	14.00%	9.10%	64.60%
18. The teachers in my school involve students in decisions about learning.	4.30%	24.50%	52.00%	9.00%	10.00%	61.00%
19. I often see the administrators around my school.	4.30%	11.60%	47.80%	30.60%	5.60%	78.40%
20. I feel safe in the school cafeteria.	4.30%	9.60%	54.70%	27.30%	3.80%	82.00%

	SD	D	A	SA	DK	%POS
21. I feel safe in the school's halls.	4.90%	12.40%	54.90%	24.20%	3.20%	79.10%
22. I feel safe in the school's restrooms.	5.90%	11.00%	55.10%	24.10%	3.60%	79.20%
23. I feel safe on the school bus.	4.60%	11.00%	45.60%	21.30%	16.90%	66.90%
24. I feel safe at school activities.	2.70%	5.80%	55.00%	29.20%	7.00%	84.20%
25. I feel safe in the classroom.	3.00%	4.70%	57.40%	32.20%	2.40%	89.60%
26. Bullying is not a problem for me at school.	7.40%	11.50%	42.00%	34.50%	3.90%	76.50%
27. If I have a problem, like bullying, I feel comfortable talking about it with an adult at school.	17.10%	25.50%	30.60%	13.60%	13.00%	44.20%
28. I feel adults treat me with respect at my school.	7.70%	19.10%	52.30%	16.30%	4.40%	68.60%
29. Adults in my school take interest in me.	5.60%	23.50%	47.70%	10.90%	11.90%	58.60%
30. I feel accepted at this school.	4.90%	10.50%	58.10%	20.70%	5.40%	78.80%
31. If I go into an office (Main, Attendance, Activities, Counseling, Bussiness), I feel welcome.	6.30%	19.20%	49.30%	17.70%	7.20%	67.00%
32. Students at this school respect other students who are different than they are.	18.40%	32.20%	33.10%	7.10%	8.50%	40.20%
33. This school has staff, programs, or services to help me with school issues.	3.30%	11.30%	56.30%	13.20%	15.70%	69.50%
34. This school has staff, programs, or services to help me with personal problems.	4.70%	15.40%	48.60%	12.20%	18.80%	60.80%
35. Adults in my school actively discourage student involvement in alcohol, tobacco, or illegal drug use.	5.50%	12.80%	47.00%	25.70%	8.80%	72.70%
36. If I need library resources, they are available.	3.50%	9.40%	55.10%	28.10%	3.80%	83.20%
37. If I need help in math, tutoring is available at school.	2.80%	6.20%	52.50%	22.90%	15.20%	75.40%
38. If I am challenged with reading materials, after school tutoring is available.	2.60%	6.60%	51.00%	19.20%	20.40%	70.20%
39. If I need help in math, I attend math tutoring.	12.30%	29.60%	29.80%	10.90%	17.10%	40.70%
40. If I am challenged with reading material, I attend after school tutoring.	13.80%	30.40%	27.20%	9.00%	19.50%	36.20%

	SD	D	A	SA	DK	%POS
41. I have support for learning at home.	4.20%	9.60%	44.70%	37.00%	4.50%	81.70%
42. I use a computer at home for my schoolwork.	7.10%	9.70%	39.70%	41.20%	2.10%	80.90%
43. I have internet access at home.	7.70%	6.60%	33.10%	50.00%	2.10%	83.10%
44. My parent(s)/guardian(s) or other adult(s) is/are involved in my school activities.	10.50%	22.00%	37.60%	24.90%	4.60%	62.50%
45. If i struggle with math, I can get help outside of school.	7.80%	16.70%	45.10%	23.20%	7.20%	68.30%
46. If I struggle with reading, I can get help outside of school.	6.50%	12.20%	47.90%	24.50%	8.60%	72.40%
47. My parent(s)/guardian(s) or other adult(s) value(s) my education.	2.30%	4.10%	38.70%	51.60%	2.80%	90.30%
48. My parent(s)/guardian(s) or other adult(s) attend(s) open house and/or parent/teacher conferences.	12.80%	22.90%	36.40%	21.60%	6.00%	58.00%
49. My school informs my parent(s)/guardian(s) about school issues and activities.	5.40%	15.50%	49.90%	19.60%	9.30%	69.50%
50. I access the school's website for information.	20.60%	30.90%	31.90%	12.00%	4.40%	43.90%
51. I understand how to access people at the school through email.	11.60%	18.60%	42.50%	19.50%	7.60%	62.00%
52. My teachers discuss my class progress in class with me.	9.80%	31.40%	44.20%	9.30%	4.90%	53.50%
53. There are many opportunities for students to interact with the principal, teachers, counselor, and/or other adults at school.	8.60%	23.90%	43.70%	11.20%	12.30%	54.90%
54. I am actively involved with counselors, teachers, principals, and/or another adult in my five-year education planning.	15.80%	34.20%	30.00%	8.30%	11.70%	38.30%
55. I have opportunities to work in team/group activities.	4.10%	12.40%	58.60%	18.50%	6.20%	77.10%
56. My teachers frequently check to see if I am understanding.	11.90%	30.90%	42.10%	10.60%	4.10%	52.70%
57. My teachers re-teach or change the way they teach to help me understand.	13.00%	30.20%	39.00%	11.70%	5.70%	50.70%
58. My teachers take time to help me individually when I need it.	8.70%	18.70%	54.40%	12.30%	5.20%	66.70%
59. Administrators monitor and evaluate the effectiveness of my teachers.	9.40%	23.10%	33.80%	6.80%	26.70%	40.60%
60. My teachers are aware of my reading skills and how they affect my learning.	6.70%	22.60%	40.70%	13.00%	16.50%	53.70%

	SD	D	A	SA	DK	%POS
61. In general, my math teachers have taught math in a way that I could understand.	11.80%	17.50%	46.90%	18.10%	5.00%	65.00%
62. My teachers assign homework that is useful for my learning.	11.90%	25.70%	45.00%	10.50%	6.20%	55.50%
63. Students are encouraged to participate in class discussions.	2.40%	12.40%	60.00%	19.80%	5.30%	79.80%
64. There are enough computers in my school for my learning needs.	6.90%	15.00%	51.50%	21.60%	4.80%	73.10%
65. The school offers classes I need for my educational needs and goals.	3.90%	10.20%	57.60%	21.30%	6.90%	78.90%
66. I see a relationship between my learning and my everyday life.	9.30%	20.90%	44.40%	14.70%	10.40%	59.10%

67. My current age is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	9	0.5	0.6	0.6
	14	296	18.1	18.4	18.9
	15	426	26	26.4	45.4
	16	403	24.6	25	70.4
	17	362	22.1	22.5	92.9
	18	104	6.4	6.5	99.3
	19	3	0.2	0.2	99.5
	20+	8	0.5	0.5	100
	Total	1611	98.4	100	
Missing	System	26	1.6		
Total		1637	100		

69. My immediate plan after high school is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-YEAR COLLEGE	212	13	14.2	14.2
	4-YEAR COLLEGE	806	49.2	53.8	68
	MILITARY	95	5.8	6.3	74.3
	TECHNICAL COLLEGE	86	5.3	5.7	80
	APPRENTICESHIP PROGRAM	9	0.5	0.6	80.6
	WORK	79	4.8	5.3	85.9
	NO PLAN	85	5.2	5.7	91.6
	OTHER	126	7.7	8.4	100
	Total	1498	91.5	100	
Missing	System	139	8.5		
Total		1637	100		

Auburn School District # 408

GUIDELINES FOR STUDENT DISCIPLINE
Auburn Riverside High School

A PRACTICAL GUIDE FOR TEACHERS AND STAFF

Developed by W. H. Sarett (3/2004)

Introduction/Goals of Plan

Level 1 offenses - *Referral*
Profane Language, Disruptive, Insubordination

Level 2 offenses-
Verbal Conflicts, False Accusations, Insubordination

Level 3 offenses - *Alert Administration Immediately (Dial 5555)*
Drug Possession, Extortion, Fighting, Harassment

Level 4 offenses- *Alert Administration Immediately! (Dial 5555)*
Assault, Threats, Drug Possession, Intimidation

Definitions of Disciplinary Terms

INTRODUCTION~

It is the intent of the administration to assist teachers with any and all disciplinary action related to the operation of school and related activities. It is the responsibility of the teacher to make reasonable attempts to maintain good order and discipline in their classrooms at all times **(WAC 180-44-020).** The preceding expectation requires that prior to asking for administrative support you have made reasonable attempts to change student behavior in the classroom using various types of discipline and using parental contact whenever and wherever possible. These include but are not limited to (instructional variation, management changes, fact finding, conferencing, counselor assistance, teacher assistance).

The following list has been designed as a guide to the usual, minimum consequences for many types of misbehavior that are prohibited at Auburn Riverside High School. It is important to remember that what is presented in this book should be used as basic guidelines. It is also important to note that discipline is cumulative from the beginning of ones high school career. The consequences described are generally administered for the first offense and may be modified depending upon the circumstances of each event. They will be increased in length and severity for repeated offenses (progressive discipline). Teachers and administrators, for many offenses, must make parent contact, whether noted in the plan or not. Legal authorities will be contacted for any illegal activities.

Goals of disciplinary actions:

1. Stop immediate threats to safety of those involved.
2. Stop unwanted behaviors.
3. Educate students about acceptable behaviors.
4. Maintain a safe and supportive learning environment.
5. Assist students to grow morally, emotionally and academically.

Introduction/Goals of Plan

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Definitions of Disciplinary Terms

Level 1 offenses-
Profane Language, Disruptive, Insubordination

Offense	Minimum Consequences
Abusive Language/Profanity	Detention to suspension for first offense
Cheating/Plagiarism	No credit on assignment; 2-Hour administrative detention
Minor Classroom disruption	Teacher discipline/detention
Disrespect/Insubordination	1-hour administrative detention
Inappropriate display of affection	Warning to 1 hour administrative detention
Leaving Class w/out pass	1 Hour administrative detention
Misuse of pass	2 Hour administrative detention
No show for detention/In School Sus.	Double initial penalty
Tardiness/Truancy	Detention (varies by number accumulated); Campus Community Service

*Three tardies equal one unexcused absence. All missed school due to truancy must be made up in order for credit to be received.

Level one offenses are typically those that staff members may encounter in the classroom during the school day. They are prohibited by the school discipline code and ALL staff members are expected to enforce the rules contained therein. If students are seen engaged in any of the above activities or in activities believed to be against the policies of the school and or district, please contact an administrative staff member as soon as possible to assist with the situation. Administration can be contacted by dialing the main office (0). Contact administrative personnel with details of the events by writing a referral slip or by contacting an administrator directly.

Level 1 offenses - *Referral*
Profane Language, Disruptive, Insubordination

Level 2 offenses-
Verbal Conflicts, False Accusations, Insubordination

Level 3 offenses - *Alert Administration Immediately (Dial 5555)*
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Definitions of Disciplinary Terms

Level 2 offenses - *Referral*
Verbal Conflicts, False Accusations, Cheating

Offense	Minimum Consequences
False Accusations/Defamation	2 Hr. Administrative Detention
Forgery/Cheating	ISS 2 days; parent contact
Gambling	ISS 2 days
Verbal Conflicts	2 Hour Administrative Detention
Insubordination	2 Day ISS; Parent contact

Level 2 offenses are those student behaviors that are more serious than level 1 offenses and pose a greater threat to students and staff. These should be enforced at the same level as all discipline infractions. Contact administrative personnel with details of the events by <u>writing a referral slip</u> or by contacting an administrator directly.

Level 2 offenses-
Verbal Conflicts, False Accusations, Insubordination

Level 3 offenses - *Alert Administration Immediately (Dial 5555)*
Drug Possession, Extortion, Fighting, Harassment

Level 4 offenses- *Alert Administration Immediately! (Dial 5555)*
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Definitions of Disciplinary Terms

Level 3 offenses- *Alert Administration Immediately!*
Drug Possession, Extortion, Fighting, Harassment

Offense	Minimum Consequences
Drug Possession/Use	Thirty day OSS; Law enforcement involved
Extortion/Blackmail	Thirty day OSS; Law enforcement involved
Fighting	3 Days OSS first offense
Harassment	Two Days OSS first offense
Theft	3 Days ISS first offense; Restitution
Tobacco Violations	5 Day OSS first offense
Vandalism/major	Emergency Expulsion & Restitution
Vandalism/minor	3 Days ISS; Restitution

Level 3 Offenses are very serious and need immediate attention by administrative staff. You are asked to call the main office (5555) with location and violation or escort students to main office to ensure their safety and safety of staff. As in all cases, if you believe that someone is in imminent danger and time does not permit administrative intervention, dial 911.

Level 4 offenses- *Alert Administration Immediately! (Dial 5555)*
Assault, Threats, Drug Possession, Intimidation

Definitions of Disciplinary Terms

evel 4 offenses- *Alert Administration Immediately!*
Assault, Threats, Drug Possession, Intimidation

ffense	Minimum Consequences
son/Threats to Kill	Emergency Expulsion
ssault	Emergency Expulsion
mb Threat	Emergency Expulsion
urglary	Emergency Expulsion
ug Distribution	Emergency Expulsion
lse Fire Alarms	Emergency Expulsion
timidation/Threats/Harassment	Emergency Expulsion
espassing (on campus while suspended)	Emergency Expulsion
eapons/Explosives on campus	Emergency Expulsion

evel 4 Offenses are considered the greatest threat to staff and student safety. They
ed immediate attention by administrative staff. You are asked to call the main office
555) with location and violation or escort students to main office to ensure their safety
d safety of staff. As in all cases, if you believe that someone is in imminent danger and
ne does not permit administrative intervention, dial 911.

Level 4 offenses- *Alert Administration Immediately! (Dial 5555)*
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finitions of Disciplinary Terms

Definitions of Disciplinary Terms

Discipline in the context of this plan refers to both prevention and penalties for not following the behavior bylaws. It shall include all forms of corrective action or punishment other than suspension and expulsion and shall include the exclusion from a class for a period of time not exceeding the balance of the immediate class, subject or activity period.

Teacher Detention - Detention may be assigned by teachers as a consequence for violating classroom rules.

Administrative Detention – Administrative detention will be held between the hours of 2:30 and 3:30 p.m. Administrative detention is always assigned 24 hours in advance and students arriving after 2:30 will not be admitted to detention. They will be reported as absent and subject to additional disciplinary action. Students are required to bring educationally relevant materials to detention and will not be allowed to converse with peers.

Campus Community Service Assignment – Students committing specified infractions may be assigned to special clean up or beautification projects in lieu of other disciplinary measure.

In-School Suspension (ISS)– Building administration may assign in-school suspension as an alternative form of discipline to a short term out of school suspension. It is designed for students who have difficulty adhering to the discipline policy and have shown the need for remedial social skills training. These students also have shown the need to remain in a school setting for as much time as possible to master curriculum.

Suspension (OSS)– Means the denial of access by a student to any single class, subject or activity or full schedule of subjects or classes for a stated period of time. Suspensions vary in length based on circumstances and level of infraction.

Expulsion - A denial of attendance at any single subject or class or at any full schedule of subjects or classes for an indefinite period of time. Expulsion includes the denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the Auburn School District #408.