

Fall 2012

Effective School-Wide Discipline Programs Promote Student Achievement

Jeremiah Lamar Bundrage
Fort Hays State University, jlbundrage@mail.fhsu.edu

Follow this and additional works at: <https://scholars.fhsu.edu/theses>



Part of the [Education Commons](#)

Recommended Citation

Bundrage, Jeremiah Lamar, "Effective School-Wide Discipline Programs Promote Student Achievement" (2012). *Master's Theses*. 106.
DOI: 10.58809/DEYC8526
Available at: <https://scholars.fhsu.edu/theses/106>

This Thesis is brought to you for free and open access by FHSU Scholars Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of FHSU Scholars Repository. For more information, please contact ScholarsRepository@fhsu.edu.

EFFECTIVE SCHOOL-WIDE DISCIPLINE PROGRAMS
PROMOTE STUDENT ACHIEVEMENT

being

A Field Study Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Education Specialist

by

Jeremiah L. Bundrage

M.S., Troy University

B.S., Bethune-Cookman College

Date _____

Approved _____
Major Professor

Approved _____
Chair, Graduate Council

ABSTRACT

Student discipline has been a concern for school districts for many years. Many district and school level administrators have made the decision to strictly enforce local and district level discipline policies. The initial logic was intended to reduce negative behavior by simply demanding responsible student interaction. The strict enforcement of such policies increased student absenteeism as well as created a communications barrier between school leaders and parents.

The purpose of this study is to examine the effects of a school-wide discipline program. The study will explore the methods needed to implement such program as well reveal how the discipline program can improve student achievement and build positive school-community relations. The researcher provided an analysis of the Lilburn Middle School (LMS) school-wide discipline program. The study includes the procedures of the program as well as the revamped parent communications protocols.

ACKNOWLEDGEMENTS

This field study project would not have been possible without the full support of several people. The researcher wishes to express his sincere gratitude to his academic advisor, Dr. Adam Holden who offered invaluable assistance. Dr. Holden responded to several emails, scanned preliminary documents, as well as made time for the many phone conferences. The researcher also wishes to thank the FHSU study review panel. Special thanks to all of my instructors, Dr. James Barrett, Dr. Robert Moody, and Dr. Regi Wieland. The information gained from previous courses taught by members of the panel was most helpful in my effort to complete this study. The author wishes to thank Dawn Strain for assisting me in gathering the necessary data needed for this study. A very special thanks goes out to my soul-mate, Mrs. Lakisha Bundrage and to our wonderful children as they had to endure most of their summer without the author. The well-being of my loving family was the motivational fuel used to endure this study.

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	v
CHAPTER I.....	1
INTRODUCTION.....	1
Statement of the problem.....	2
Statement of the Hypotheses.....	2
Objectives of Study.....	2
Definition of Terms.....	3
CHAPTER II	
REVIEW OF LITERATURE.....	7
Georgia Compulsory Attendance.....	8
Causes of Student Absences.....	9
Teacher Expectations and Student Achievement.....	10
Common Results of Ineffective Discipline Plans.....	12
Effective School-wide Discipline Plans.....	14
Pertinent Opinion.....	17

CHAPTER III

METHOD	19
Description of Subject.....	19
Research Design and Procedures	21
LMS School-wide Discipline Plan.....	22
Description of Measures	25

CHAPTER IV

FINDINGS	27
Methodology for Study.....	27
Evidence of Student Achievement.....	41
Description of Findings Pertinent to Research Questions	48

CHAPTER V

SUMMARY	50
Limitations of Study	51
Recommendations for Further Research.....	51
REFERENCES	53
APPENDICES	57

LIST OF TABLES

Table 3.1 LMS Demographics 2011-2012.....	20
Table 3.2 LMS Gender 2011-2012	20
Table 4.1 ISS & OSS Totals	30
Table 4.2 Number of Behavioral Plans.....	32
Table 4.3 Number of Students with Referrals 2011-2012	33
Table 4.4 Referrals per school-year	34
Table 4.5 Referrals written August-November.....	35
Table 4.6 Area of Negative Behavior	36
Table 4.7 Time of Negative Behavior.....	37
Table 4.8 Type of Referrals Written 2011-2012.....	38
Table 4.9 Number of disciplinary panels 2009-2012.....	41
Table 4.10-4.21 LMS CRCT results.....	42- 47

CHAPTER I

INTRODUCTION

Academic achievement gaps are often the results of excessive discipline problems. For most school administrators, there is a thin line between offering deserving school consequences and students missing valuable instructional time. Many of the students with disciplinary problems are low achieving students. Most of the lower achieving students are looking for opportunities to be dismissed from school as many of them are struggling academically. Many school districts will show data that reflects a large achievement gap between students that regularly attend school and students with frequent absences. The largest academic disparity exists between students with frequent absences and students that regularly attend. This disparity can be seen in a drastic drop in CRCT scores. It is a major problem as research reveals negative futures for lower achieving students. Our society and community will suffer major social and economic ramifications if large numbers of students fail to make necessary achievement gains. The purpose of the proposed study is to examine this problem and show the positive effects of an effective school-wide discipline program. This study will examine Lilburn Middle School students as the researcher makes a comparison of student achievement prior to the implementation of a school-wide disciplinary program. Discipline and CRCT data will be examined in the process.

Statement of the Problem

Poor academic performance has been long associated with students with negative discipline histories. Students with discipline issues are also more likely to miss additional days of school which will result in higher absenteeism. The higher absenteeism rates are more often a combination of truancy and school suspension. The purpose of this study was to provide an analysis to determine if a school-wide discipline program would reduce absenteeism and promote academic achievement. There are several achievement factors that will be examined in depth during this study. The achievement factors include school funding, school discipline, school resources, parental involvement, teacher quality, as well as others. These socioeconomic factors will be examined, as well the effects to which they have on student discipline, attendance, and academic achievement.

Statement of Hypothesis

Academic achievement gains will be made by students that attend educational facilities that use an effective school-wide discipline plan and effective instructional practices. Lilburn Middle School (LMS) students will have reduced absenteeism and discipline referrals.

Objectives of this Study

Many teachers have conferenced with the author to determine strategies needed to handle difficult students. The researcher agrees with several teachers when they mentioned instructional activities often flow differently upon the absence of a few problem pupils. The author and teachers both agree that school infractions committed by

students are worthy of some level of consequence. The fine line of awarding such consequences is that the student will accumulate missed instructional opportunities. The crux of the problem is how can a discipline plan offer deserved consequences as well as increase instructional opportunities for students with disciplinary issues. The overarching question for this field study was, "What are the essential components needed in a school-wide discipline plan that will promote student achievement?" The following sub questions guided the overarching question:

- What are the essential steps, forms, and procedures needed to inform the diverse population of students, parents, and community leaders on the schools discipline protocol?
- What are the fundamental differences between teacher, grade level, and school-wide discipline policies?
- How can school leaders offer deserving consequences without impeding the learning process?
- How can school leaders empower teachers, paraprofessionals, and bus drivers while implementing the school-wide discipline plan?

Definition of Terms

- Absence: Child has not physically attended school.
- Absenteeism: Any child who has excessive absences during any one semester or school year.

- Academic-achievement: An overall positive change in the area of test scores and grades.
- Aggravated Assault (Battery): Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Examples: Striking that causes bleeding, broken nose; kicking while a student is down.
- Behavioral Correction Plan: Refers to a set of behavioral intervention strategies devised for a student who has been identified as having chronic disciplinary problems.
- Code of Conduct: A school document that specifically outlines expected behavior during school or while attending school/district sponsored events.
- Detention: Additional instructional opportunities offered during non-school hours. (Extended learning opportunities can be in the mornings before school, after-school, and on Saturdays)
- Discipline referrals: Paper documentation of student behavioral infractions that state student mishaps.
- Disorderly Conduct: Any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment.
- Excused Absence: Parents provide documentation for student absence. Examples: religious holidays, medical appointments, legal sessions, illness etc.

- Excused Tardy: Includes events that are physically out of control of families such as accidents, inclement weather etc.
- Harassment, Bullying, Intimidation: Repeatedly annoying or attacking a student, group of students, or other personnel which creates an intimidating or hostile educational or work environment. Examples: bullying or hazing.
- Hearing Officer: A system administrator, with no prior knowledge of the event, who conducts the proceedings for disciplinary hearings and makes the determination of rule violations and appropriate consequences.
- Homebound: Student receives non-traditional alternative academic support as a result of prolonged absence from school.
- In-School Suspension (ISS): Instance in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- Insubordination (Disobedience): Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient.
- Long-Term Suspension: The involuntary removal of a student from class attendance or school attendance for 10 days or more.
- Prolonged Absence: Long-term absence due to illness or medical conditions.

- Short-Term Suspension: The involuntary removal of a student from class attendance or school attendance for 10 days or less.
- Suspension, out-of-school, without services: The student is removed from his/her current educational setting in accordance with school district suspension policy and from all school settings for the duration of the suspension during which the student does not receive educational services.
- Tardy to Class: Student fails to arrive to class at the designated start time.
- Tardy to School: Student fails to arrive to school at the designated start time.
- Trespassing: To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry.
- Truant: Any student that has five or more unexcused absences.
- Unexcused Absence: Parents fail to provide school with documentation of absence.
- Unexcused Tardy: Student is without valid explanation of tardiness. Examples such as oversleeping, delayed arrival due to controllable variables.
- Vandalism: Willful destruction or defacement of school or personal property.

CHAPTER II

REVIEW OF LITERATURE

Relationship of School Discipline, Absences and Student Achievement

Glanton (2001) indicated that our nation's school systems needed to enhance student learning by implementing creative strategies that would increase school attendance and student achievement. The purpose of Glanton's study was to explore the impact of academic grade point averages as a result of three dependent variables. The variables were attendance, tardiness, and out-of-school suspensions. Glanton's study concluded that there was a statistically difference in grade point average, attendance, tardiness, and out-of-school suspensions due to student misbehavior. Frequent absences affect student learning, test scores, social development, and school funding (Hodges, 2005). Many educators, parents and stakeholders will agree that high absenteeism and poor student discipline is often the root cause for lower achieving schools. (Roby, 2004) Absenteeism has negatively affected student achievement. Negative discipline situations can cause additional loss of valuable instructional opportunities. Students who do not attend school on a regular basis and possess a high number of absences registered low scores on state and national assessment (Sexton, 2003).

The No Child Left Behind Act (NCLB) allowed educators to recognize the correlation between daily school attendance and student achievement. It was clear that the amount of time spent in class was a good measure of student success. Effective school-wide discipline programs will clearly outline procedures needed to reduce

interference of instructional opportunities. The ending result of poor school discipline combined with student absenteeism is lowered student achievement. The low achievement suffered by students with discipline issues and poor school attendance is the direct result of the underachievement gap that exists which will eventually give way to an employability gap, an earnings gap, a health care gap, a life expectancy gap, a housing gap, an incarceration gap, a marriage-ability gap, a wealth gap and other quality of life gaps (Jackson, 2004). The researcher will also examine the areas that play a positive and negative role on student achievement. From the roots of low academic achievement, to the overall widening gap that exists, effective school-wide disciplinary programs should be used throughout the educational process.

Georgia's Compulsory Attendance

Student absenteeism was such a problem in Georgia that in 1985 law makers updated the compulsory attendance law. Georgia implemented the Quality Basic Education Act. This law allocated state funds to local school systems in order to increase funding for schools which needed additional resources for at-risk populations. State leaders gathered research-based instructional practices and other methodologies to advance student achievement and increase student attendance (Angrist, 2001, Lewis, 2004 & GDOE, 2002). In May of 1987, Georgia adopted a new law stating that every parent, guardian, or other residing in the State of Georgia was required to enroll and send children in their care and charge between the ages of 6 and 16 to a public, private, or home school (Novello, 2006 & Pearson, 2007). The law required each child to attend

school for 180 days, unless lawfully excused. Excused absences required parents to provide the school with documentation for the absences. All schools are required to save documentations produced by the parents. A Georgia policy requires school systems to notify parents/guardians of any student that has five unexcused absences (Georgia Department of Education, 2002)

Causes of Student Absences

In addition to the many discipline related absences, there are many additional causes for excessive absences for lowly motivated students. Student with a history of truancy tend to be on lower academic levels than their peers. The academic gap may cause feelings of discomfort with may be the driving force of continued absenteeism. (Reid, 2000) Showed that chronic absenteeism was linked to adverse home conditions, low social class, deprivation of children, abuse, neglect, lack of supervision, substance abuse, and family conflicts. Additionally parents of these children usually did not value education and had friends and family who had similar beliefs. The devaluing of education presents an obstacle for educators as families are less likely to cooperate with teachers and school leaders. Student from such families are more likely to have long discipline histories as well as histories of instructional disruptions.

In most schools across our nation behavioral infractions will result in consequences that will remove them from the school facility (Out of school suspension (OSS)). While serving the suspension, students are not receiving direct instruction from the highly qualified teachers. Student absenteeism contributes to the loss of valuable

instructional time! When students are home, they are missing content, classroom interaction, activities etc. In most cases the students may never attempt to recover the concepts they missed when they were out. Missed days of instruction can dramatically reduce the possibility of students making significant achievement gains. Students assigned In-School Suspension (ISS) are often only monitored by non-instructional staff and thus missed valuable instructional opportunities.

Teacher Expectations & Student Achievement

Studies reveal that high teacher expectations often offer positive outcomes. Such teachers tend to have less discipline issues as students feel strongly that the teachers care. Teacher expectations and instructional practices are factors that greatly influence student achievement. Young's (2005) study actually found that parents, students, and especially teachers have a greater influence on student achievement (Young, 2005). Parental involvement or lack of involvement is also considered a factor in student achievement. It is also widely believed that the lack of parental involvement has a detrimental impact on students' academic achievement and behavior in school. The many articles and literature indicates that the action of parents, students, and teachers correlate with that of student achievement.

Studies indicate that positive student- teacher relationship can increase students' academic achievement. Teachers with high expectations tend to positively affect students. Farkas stated that, "School districts professional development strategies should include what is referred to as the instructional tripod: content, pedagogy, and relationship (Farkas

2003.)” Along with these strategies teachers will build trusting relationships, and increase student achievement.

Flaxman (2003) also revealed the teacher-effect on student achievement. Flaxman mentioned that highly skilled and knowledgeable teachers are vital to improving student achievement. The study recommended that all teachers should be certified in the area they teach and should also be engaged in on-going learning that is needed to remain current with educational trends and instructional strategies. Flaxman’s study also emphasized the importance of teacher recognition that their expectations have an effect on their students’ concept of themselves as learners and achievers and the internalization of negative or positive beliefs about their intelligence.

The article, *Raising Minority Academic Achievement: The Department of Defense Model*, examined school discipline and parental involvement. Disciplinary measures are initiated immediately and the school may contact the parents’ commanding officer about students’ behavior. In addition to the culture of order and discipline, parents are expected to be actively involved in their children’s educational experience. They are encouraged to volunteer and attend conferences.

In the area of academics, instruction is the key in the Department of Defense Education School (DoDEA). Decision making in the school is Data-driven. Teachers and staff use this disaggregated data to evaluate student performance, set goals, and to determine future assessment needs in the area of curriculum planning and staff

development. Military schools are also smaller in size, which allows for increased academic achievement and more access to positive student/teacher interactions.

Two of the key components to the DoDEA school programs are that of order and discipline. It is also interesting to note that DoDEA schools work with students of similar backgrounds as that of urban schools in the Atlanta metro area. In fact, the DoDEA has a higher mobility rate, and a large percentage of students who receive free or reduced lunch (Bridgall & Gordon 2003).

Common Results of Ineffective Discipline Plans

Ineffective discipline practices that contribute to student failure include the following:

- School rules and procedures are at odds with educational goals
- Discipline is punitive and not rooted in values
- Over-reliance on suspension and other forms of exclusion

Research at John Hopkins University found that the following school characteristics were associated with discipline problems: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching (Gottfredson 1989). Additionally relations with parents are strained and schools with high percentages of immigrants tend to receive little or no involvement from parents. In many of the problem schools with

high number of immigrant students, staff is unable to communicate effectively with parents about their role in supporting students.

Traditionally schools with ineffective discipline policies just simply took the iron-fist approach to discipline. Many administrators believed that this approach to zero tolerance policies would decrease negative student discipline. Such schools have addressed challenging behavior by increasing the number and intensity of punitive disciplinary procedures (Sugai & Horner, 2002; Utley, Kozleski, Smith, & Draper, 2002). Such strategies have increased substantially in the wake of the heavily reported school shootings throughout the 1990s. As a result of the many deplorable acts of school violence, many school districts have adopted zero tolerance policies, hired security officers, and are expelling and suspending students at rapid rates. As a result of discipline issues, several students are placed in alternative educational facilities. Unfortunately, the effectiveness of such strategies has not proven to be beneficial to the student or community. Such punitive consequences have been known to increase problem behaviors (Mayer & Sulzer-Azaroff, 1990; Noguera, 1995; Shores, Gunter, & Jack, 1993). Students who received an out-of-school suspension in middle school were half as likely to graduate on time as students who did not (Balfanz & Boccanfuso, 2007). Research on the frequent use of school suspension has indicated that, after race and poverty are controlled for, higher rates of out-of-school suspension correlate with lower achievement scores (Skiba & Rausch, 2006).

Variation in suspension rates among schools is due as much to the characteristics of the school and behavior of school personnel as to the behavior of students; schools with high suspension rates typically have high student-teacher ratios, low academic quality ratings, administrative indifference to school climate, reactive disciplinary programs, and ineffective school governance (Christle & Jolivette 2003). In fact, the presence or absence of these school characteristics, along with the specific student demographic characteristic, such as race and gender, make a more significant contribution to predicting suspension than student behavior itself (Wu, Pink, Crain, & Moles 1982).

Effective School-wide Discipline Plan

In all schools there are teachers who inspire strong loyalty from their students. For those teachers, students will generally display positive behavior and would do anything for their teachers. Conversely, there are teachers that have trouble just getting students to behave in the classroom, not to mention getting the students to perform instructional tasks needed to fulfill a rigorous curriculum. Many will agree that an effective school-wide discipline plan will support all teachers. Effective discipline policies will offer an approach needed for educators to recognize and manage behavior issues. The policies will focus on encouraging students, student responsibilities, as well as offering effective instructional practices. The foundation of such discipline policies should promote school safety which will be productive in creating a school climate where teaching and learning can take place.

Disruptive behavior typically results in lost instructional time and compromised learning. Interventions that recover and maximize instructional time by keeping students in class or providing alternative should produce improvements in academic areas. Administrators should facilitate proactive training sessions with teachers during in-service meetings. These training sessions should focus on providing teachers with classroom management strategies and techniques to effectively deal with challenging student behavior (Appendix 1 & 2). Teachers are encouraged to implement these classroom strategies. Additional supports were implemented at the classroom, non-classroom, and group levels as needed. For example, classroom supports were implemented in one particular classroom where the teacher was dealing with significant problem behavior from multiple students. The researchers' efforts focused on reinforcing and intensifying direct instruction of the school-wide expectations in the classroom and providing other classroom management strategies as needed. Non-classroom supports were effectively implemented through training that focused on teaching students appropriate cafeteria, hallway, and gymnasium behavior through role-playing and direct instruction (Appendix 3).

In contrast, a growing body of research demonstrates the utility of proactive and preventative approaches to dealing with challenging behavior in schools (Aber, Brown, & Jones, 2003; Flannery et al., 2003). Recent efforts at the federal level to improve school climate and reduce violence have focused on emphasizing a proactive disciplinary

approach, establishing clear expectations for students, and supporting appropriate behavior (Dwyer, Osher, & Warger, 1998). Students struggling with behavior issues require interventions and direct instruction related to their behavior to get back on track and succeed (Biglan, Wang, & Walberg, 2003).

School-wide discipline is a research-based system that is “based on the assumption that actively teaching and acknowledging expected behavior can change the extent to which students expect appropriate behavior from themselves and each other” (Sprague, & Horner, 2007). In general, schools that adopt a proactive approach to improving school climate through the creation of positive behavior incentives, classroom management and conflict resolution training for teachers and staff, and encouragement of greater parental involvement demonstrate low rates of suspension (Raffaele, Knoff, & Ferron, 2002).

Other reviews of school-based interventions to reduce problem behavior have also found behavioral monitoring and reinforcement of appropriate behavior to be effective in improving school behavior (Catalano, Arthur, Hawkins, Berglund, & Olson, 1998; Miller, Brehm, & Whitehouse, 1998).

Core features of school-wide behavioral program implementation should include:

- Establishment of a planning team
- Definition of school-wide behavioral expectations
- Proactively teaching behavioral expectations directly to students

- Development of procedures for acknowledging appropriate behaviors and discouraging inappropriate behavior
- Monitoring and ongoing evaluation of relevant outcomes (School leaders need details on who does what, when, where and how often (SWIS data))
- Student acknowledge expected behavior
- Tangible rewards
- Social recognition
- Rewarding students for engaging in appropriate behaviors
- Consistent consequences for behavioral violations

Pertinent Opinion

Several years ago the author accepted his first position as a school administrator. During the first few weeks the author was bombarded with request to meet with parents. Among the many items discussed, school discipline policies were repeatedly mentioned. Parents, students, and community leaders did not support the discipline practices of the former administrator and each conference offered a specific situation as to why they did not feel as though the discipline policies were fair. It was at that time the author made a decision to construct a school-wide plan. The plan was intended to simplify procedures as well as provide parents with full details of the behavioral situation. The overall educational atmosphere changed and Rockdale County High School made dramatic improvements throughout their academic programs. As a result of the experience gained

from the first school-wide behavior plan a similar but much broader approach was implemented at Lilburn Middle School (LMS).

CHAPTER III

METHOD

Description of Subjects

The study was done at Lilburn Middle School (LMS) in Lilburn Georgia. The city of Lilburn is approximately 26 miles Northeast of Atlanta. LMS is home to approximately 1300 students in grades 6-8. Ninety-four percent of the LMS students are on free and reduced lunch. The ethnic and racial composition of our district had a dramatic change in the last ten years. The district experienced a shift as large masses of the former racial majority moved and the minority population exploded. Gwinnett County's minority population increased 135% in the last ten years. African-Americans are the largest minority group but the group numbers experienced a slight increase indicating that other minority groups were increasing at faster rates. The increases in minority resident proportions indicate that other minority groups are growing at a much faster rate. The increased minority resident proportions also indicate the growing ethnic and racial diversity throughout our district. Hispanics are the second largest minority group in our district. It is our sincere belief that the trend may continue. Educators of our district are taking a proactive approach to make certain that our current and future students will be successful. The chart below reveals the ethnic make-up of LMS.

Table 3.1

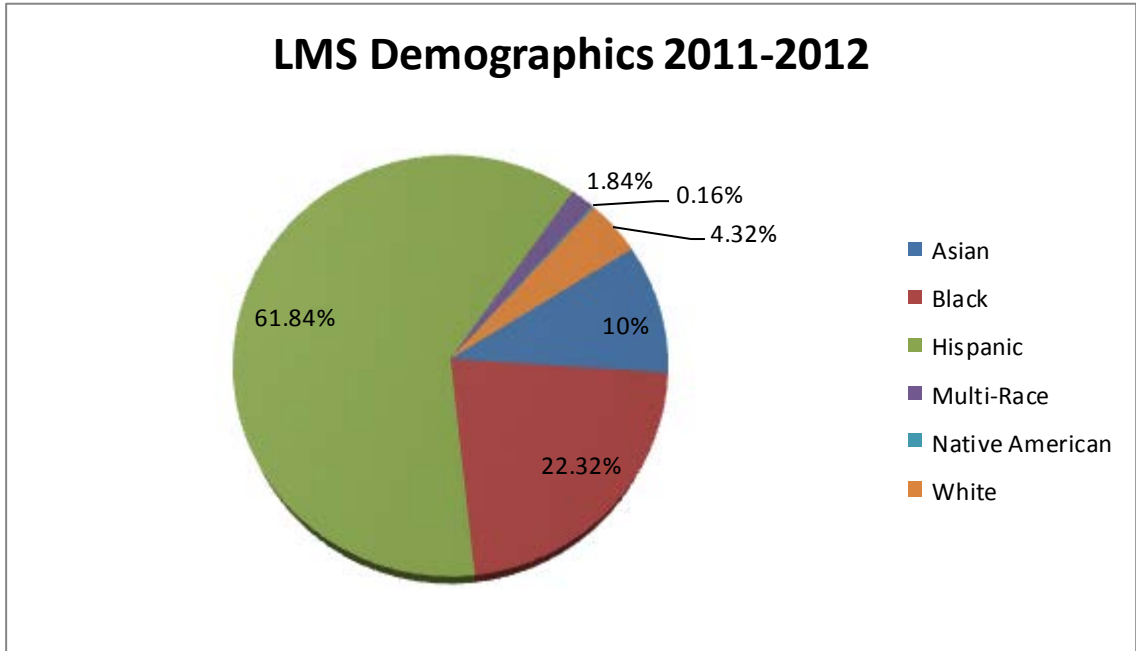
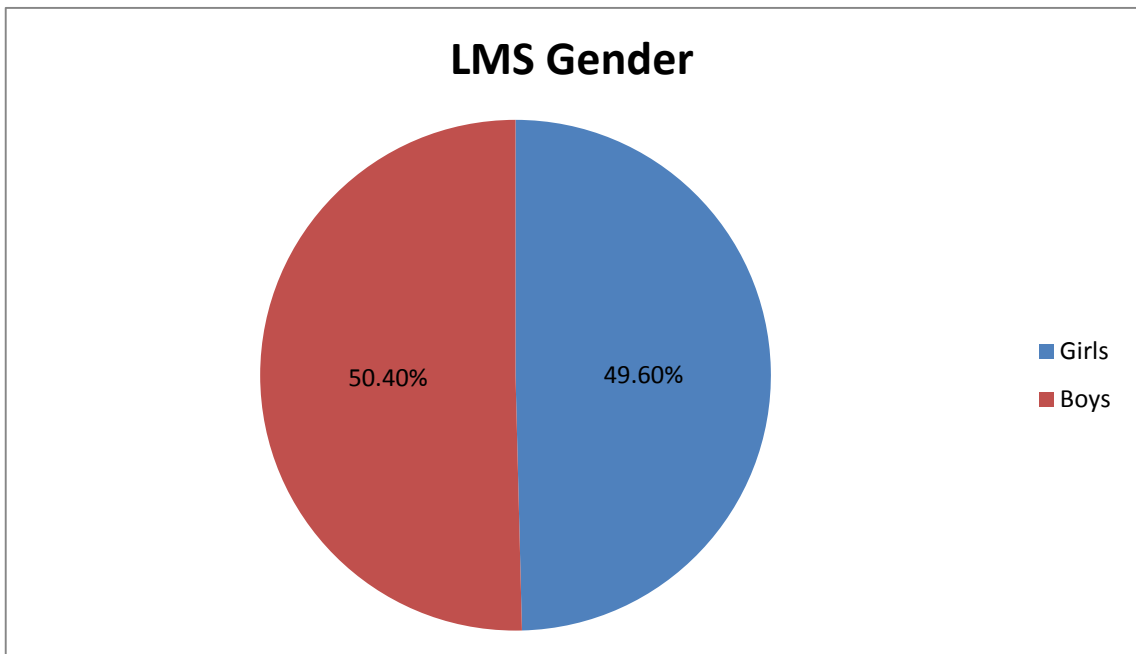


Table 3.2



Research Design and Procedures

The researcher obtained all pertinent school data from the Gwinnett County School's collections database. Overall, most of these data collected already exists.

The following are the data collections system used during the study:

- Schools Administrative Student Information System (SASI)
- School-Wide Information System (SWIS)
- Elements

All student discipline information was obtained from SASI and SWIS. SASI is a cross-platform system that provides administrator access to student demographics, attendance histories, schedules, discipline histories, grades etc. SASI also includes features that allow integration with additional school related software systems. The second database used was SWIS. SWIS is a web-based software system used for collecting and summarizing office discipline referrals. LMS uses the program to provide administrators with accurate, efficient, practical information for decision-making about school-wide discipline. SWIS has been proven to be efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS can be used for:

- Internal decision making as schools improve their discipline practices.
- Support plan design with individual students and their families.
- Reporting to district, state and federal agencies about school outcomes.

- As a method of collecting aggregated data across schools.

Lilburn Middle uses SWIS to monitor the following:

- The number of office discipline referrals per month.
- The type of problem behaviors leading to office referrals.
- The locations of problem behavior events.
- The problem behavior events by time of day.
- The students contributing to office discipline referrals.

The author also used the Elements data collections program. The Elements program delivers a complete performance picture. Administrators can analyze the results of school, district, state, and national assessments. These tools allow administrators to better measure performance and make informed decisions.

During this study, the author will share the multiple steps and documents needed to implement an effective school-wide discipline program. The author will include documented evidence of the academic achievement of Lilburn Middle School students. The data collections will be shared through the usage of charts and diagrams.

LMS School-wide Discipline Plan

Student Expectations for the Classroom

1. Enter class quietly and be seated.

2. Bring all materials to class everyday (e.g., textbooks, pencils, paper, and agenda books).
3. Respect yourself, others, and others property.
4. Follow all directions of faculty and staff the first time they are given.
5. Observe all rules in the student handbook.

Consequences for Not Meeting Expectations*

- First Offense — Teacher warning (All discipline interventions are documented on student discipline checklist- Appendix 4)
- Second Offense — If the type of behavior persists, the teacher modifies student's behavior / intervenes—for example, moving the student's seat, assigning a silent lunch, conducting a one-on-one conversation with the student, assigning class time-out, etc. (Teacher may want to contact parent at this time.)
- Third Offense* — Teacher detention with parent contact
 - 30-60 minute detention is assigned
 - Detentions may be held by Teams and/or individual teachers—if by Teams, the Team members need to work out their procedures.
- Fourth Offense* — Teacher / Team Assigns Administrative Detention
 - After school Administrative Detention for 2 hours
 - Teachers or Teams complete the Detention Form and submit it to the Academy Clerk.

- The Academy Clerk calls home to schedule the detention. The teacher may still call the parent or be asked to call the parent. Afterschool Detention is held on Tuesdays and Thursdays, 4:30 PM – 6:30 PM. The Team / individual teacher is not responsible for monitoring the detention.
- Fifth Offense* — “Student Exchange Program”— student is given time-out for an entire day, with appropriate amount of individual work from each content area to be completed either on-team or off-team, whichever is appropriate.
 - The assigning teacher must collect assignments from teachers to be completed by the student and inform the Academy Clerk and Administrators about the student’s placement for the day.
 - The assigning teacher must call parent to explain the situation and schedule a “Team” Parent Conference. (Teachers may send Student Support Team invitation Letter (Appendix 5).
 - An Administrator will be present for the Parent Conference.
- Sixth Offense* — Teacher submits an Administrative Referral and contacts the parent to explain the situation leading to the teacher’s office referral. Teacher completes the referral form thoroughly, including providing “prior action taken” and “dates” information.

During preplanning of each year the administrators review the above-mentioned discipline plan. Administrators share wonderful instructional strategies

with the instructional staff. Staff is provided with valuable documents that share useful ideas, such documents as the academic and behavioral intervention suggestion form (Appendix 1), elements of a classroom management plan (Appendix 2), LMS behavior expectation matrix (Appendix 3), as well as additional forms are provided for instructional staff.

Once the students return to school, each grade level administrator will conduct a discipline meeting with their grade level. During this meeting the administrator will discuss the LMS behavioral expectations as well as review the Gwinnett County Handbook. All students and parents are required to sign the document and return it to their homeroom teacher. During the student meeting, the administrator will also discuss the LMS matrix (Appendix 3).

Description of Measures

The measure of academic achievement gains will be shown by indicating the percentage of students that met or exceeded on the CRCT. Additional charts will illustrate the disciplinary program's results. The study will include artifacts such as forms, behavioral contracts etc. The artifacts will be placed in the appendix portion of this study and frequent references will be made illustrating the importance of each document. The study will include the school-wide discipline process as well as the protocol needed to carry out the plan. In this study the researcher will look at the many factors involved in the process. The factors are important issues, given the fact that there exist disproportional students with a high number of absences that are achieving at a

lower level than that of their counterparts. Many of the absences are due to students failing to attend or as the result of major disciplinary infractions. The researcher will examine this underachievement achievement gap that exists and show how an effective school-wide disciplinary program can reduce absences, provide additionally opportunities for effective instructional practices, and move towards reducing the achievement gap. The author will provide evidence on how effective school-wide discipline plans are needed to combat the widespread issues stemming from poor school discipline and student absenteeism.

CHAPTER IV

FINDINGS

Methodology for Study

The purpose of this study was to document the results of a school-wide discipline program. The study included staff development of all staff, construction of pertinent forms and documents, as well as the two-year implementation of the program. The main objective for the revamped LMS discipline program was to increase the instructional contact time of students with discipline issues. The plan was also intended to reduce the number of instructional interferences.

During the 2010-2011 school years, the LMS administrative staff agreed that there was a need to decrease the number of assigned OSS days. The rationale included plans to include alternative consequences. The alternative consequences included, the student exchange process, administrative detentions, Saturday school, parent shadowing, and increased awarding of ISS. The administrative detentions and Saturday school followed a similar format. Parents were notified of the infraction and consequence. During the phone call, administrators communicated our thoughts to parents. We emphasized our desire to offer alternative consequences in an effort to reduce the instructional time missed by students. In most situations administrators worked with parents to determine the best day for the student to serve the consequence. The scheduling consideration offered parents indication of our willingness to work with them as they were required to provide transportation. During the detention/ Saturday school

sessions, students worked to complete delinquent assignments, worked on enrichment packets, or worked on school approved educational software.

The school-wide discipline process included an aggressive approach to reduce unexcused student absences. Administrators and counselors called parents to inform them of our districts attendance policies. Once student reached five days of unexcused absences, a certified letter is mailed to the parents. The letter is notification of our request for a meeting to discuss strategies to improve student attendance. The details of the meeting are documented on the Student Attendance Intervention form (Appendix 6).

Administrators carefully monitored students with attendance issues. A variety of creative measures were used to reduce the absences of students with absenteeism. Several times the School Resource Officer (SRO) was used to pick-up students that overslept or missed their school bus. Additionally, the LMS administration communicated to parents the importance of scheduling dentist and medical appointments in a manner that would not interfere with school.

In one situation involving a student with child, we altered the bus pick-up and drop-off to accommodate the student taking her child to childcare. This was done to reduce the number of school days missed by the young mother. Such drastic measures reassured families that we were willing to go the extra mile to decrease student absenteeism.

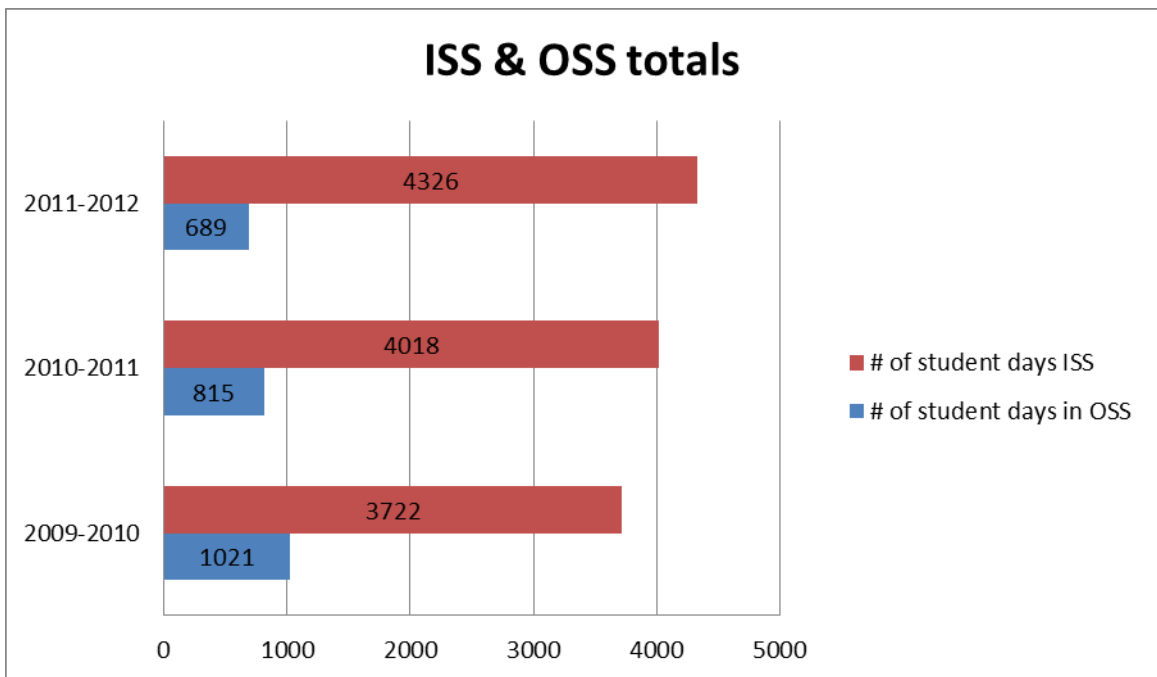
In 2010 the author revised the ISS procedures (Appendix 7). Prior to the 2010-2011 school years, the program was managed by one paraprofessional. Although our state

requires paraprofessionals to have a minimum of two years of college, they are not highly certified in a content area. Classified employees are less likely offer instruction on the same level as a highly qualified teacher multiple middle grade certifications. The administrative team made the decision to place a certified teacher in ISS. The certification in multiple content areas enables the instructor to offer assistance in all subject areas. In addition to the certified teacher, the administrative team made the decision to offer additional support by hiring a paraprofessional. The aide works with the certified teacher to ensure that the structure is maintained and protocols are fulfilled. The administrators are required to do periodic walkthroughs. Upon walking through the ISS rooms, Administrators complete a walkthrough form (Appendix 8). We use this form to monitor and make necessary improvements.

The author believes that most parents prefer ISS over OSS as many families are working and unable to supervise students when they are home. Teachers and administrators preference for consequences is ISS, detention, or Saturday school. During the preferred consequences the instructional process is not interrupted. The philosophical change of the current administration is the result of the increased number of days in ISS during the 2011-2012 school years (Table 4.1). Table 4.1 shows a decreased number of OSS days but we are working to reduce the number of days missed. The chart does show increased numbers in ISS, which is the direct result of our efforts to provide instruction to students that would be otherwise serve OSS.

In rare events, parents are referred to community agencies that have programs designed to monitor suspended students. The agencies are non-profit programs that offer tutorial services as well as behavioral intervention practices. Parents are required to provide transportation as well as make provisions for meals. The LMS administration plans to continue our efforts to work with community agencies to reduce negative discipline incidents.

Table 4.1

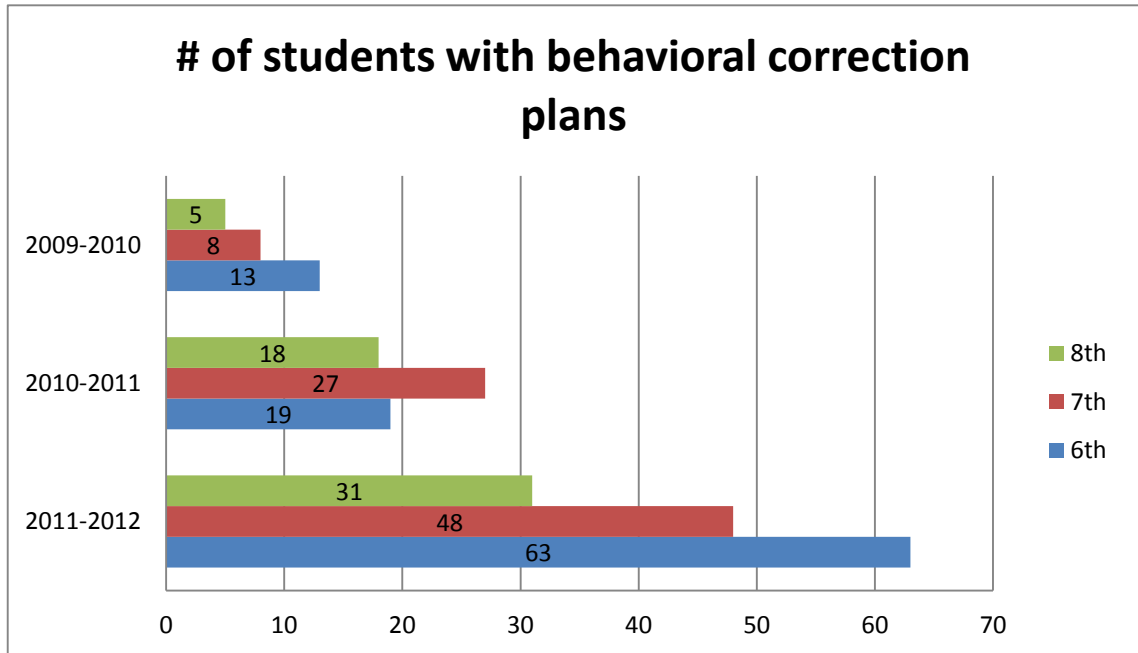


In compliance with Georgia Law (O.C.G.A. 20-2-764), parents are invited to attend a conference with school officials (teacher, assistant principal, and/or principal) to devise a disciplinary and behavioral correction plan for students that have a negative discipline history. The notification is sent by certified mail and parents must contact the

school within three days to schedule the conference. Notation of the requested conference is placed in the student's permanent file.

The proactive approach taken by the LMS administrative team was the direct cause of increased behavior contracts during the past school year (see Table 4.2). The approach allowed us to identify possible behavior issues early. All students that were previously identified as a chronic disciplinary as well as any student exhibiting a pattern of inappropriate behaviors that are interfering with the function of school, were called in for consultation. The administrative team called in each student and constructed a specific behavior correction plan (Appendix 9). Many of the students called in were relieved to discover that a plan was made prior to a student panel. Students and parents were told that consultations were offered that the plan was designed to assist students with their attempts to stay out of trouble. The plan includes strategies needed to reduce or avoid possible discipline outbreaks. The form is signed, filed, and updated upon student receiving future referrals.

Table 4.2



The following table reveals the referral distribution for students during the 2011-2012 school years (Table 4.3). The chart shows that twenty-six LMS students were the major culprits of the several discipline problems. The least number of referrals received by these students was six. Nine of those students received nine and above. Ninety-three students received two to five referrals and two hundred and six receiving only on write up. The chart is misleading due to the fact many of the behavioral interventions are not documented in the SASI system. This is due to the fact that several teacher discipline interventions are done prior to the actual submission of the discipline referral. The teacher interventions empower the teacher and provide opportunities for students to correct behaviors prior to the submission of the referral. Documentation of the student

interventions are recorded on the student discipline checklist and along with the referral, are submitted to the administrator (Appendix #). In our system, we provide several opportunities for the students to correct their behavior prior to being issued a referral.

Table 4.3

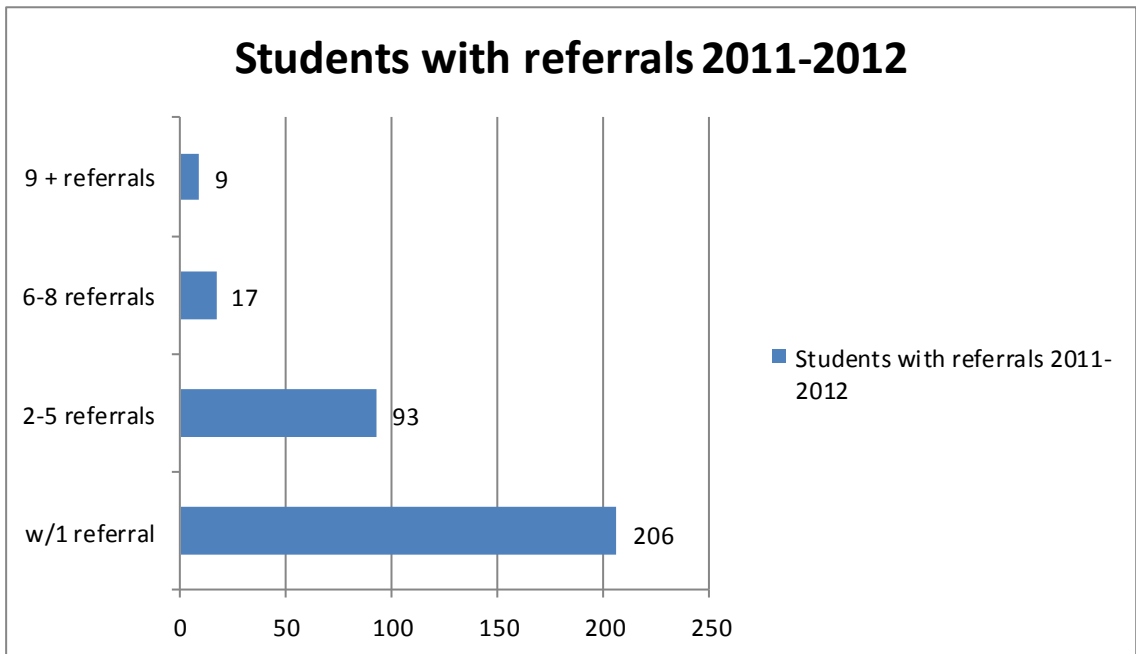
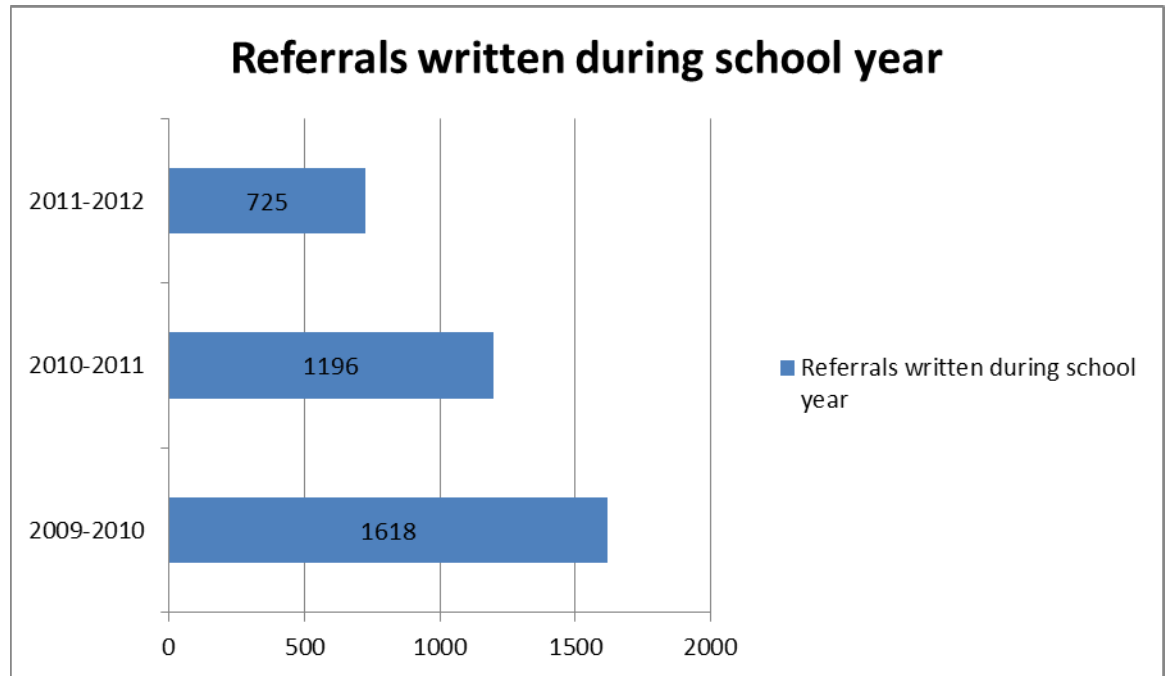


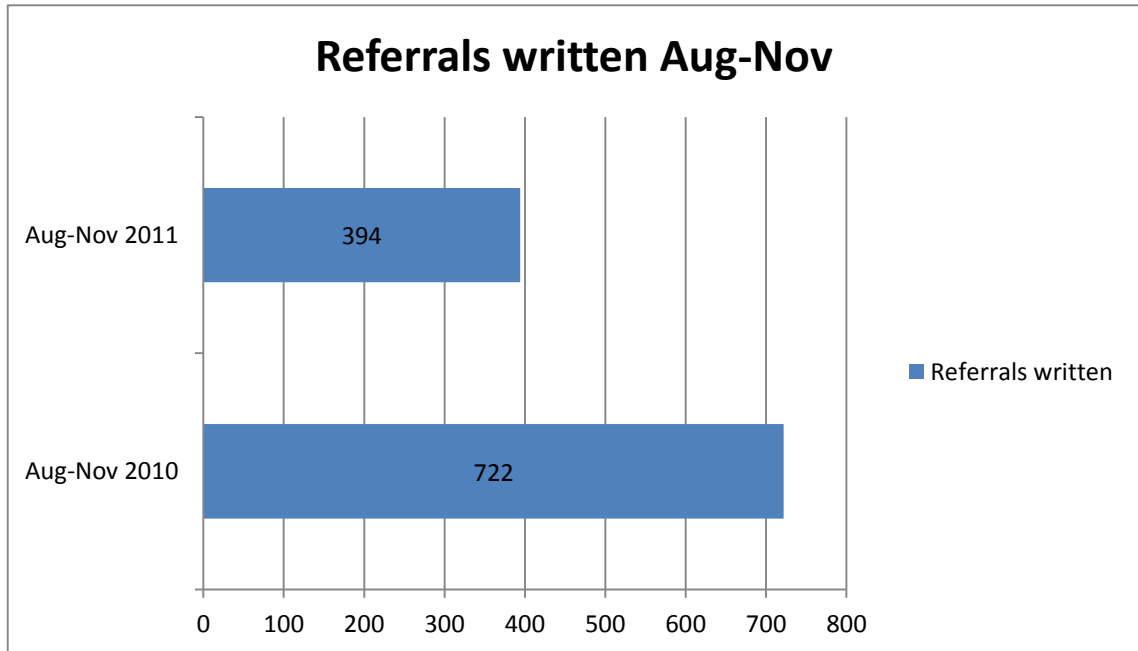
Table 4.4 reveals the number of referrals written during the last three school years of LMS. School year 2010-2011 was the first year of implementation of the school-wide discipline plan. As you may imagine, school staff are quite pleased with the results.

Table 4.4



Most of the LMS discipline problems seems to occur at the beginning of the year. It appears that students are adjusting to the new year, new teachers as well as new peers. For this reason, we ask that teachers reach out to parents to establish a relationship. Such relationships will reduce most of the negative behaviors that are exhibited during the earlier months of school. Generally, once students determine that their actions are documented and the discipline protocols are closely followed, they seem to settle down. For many of the students it on takes the witnessing of a classmate that has tested the limits of the LMS school-wide discipline program. Table 4.5 reveals the number of discipline occurrences between August and November.

Table 4.5



The School-wide information system (SWIS) was used to provide specific information on the LMS discipline occurrences. The system allowed administrators to review where the negative behaviors took place, the times of the occurrences, and the type of referrals submitted. Upon reviewing the data, decisions were made to reduce the number of occurrences. Decisions such as the changing of student transition routes, staff morning and afternoon duty positions, morning and afternoon duties, cafeteria scheduling, and restroom breaks were all altered as a result of viewing the data.

As revealed in Table 4.6 nearly 52% of the discipline situations took place in the classroom. This concern the administrative team as the major goal was to increase the instructional time for all students. Aggressive actions were taken to ensure that students

were aware of the seriousness of the offense. In many situations students received alternative consequences such as administrative detentions or Saturday school for infractions committed during class.

Table 4.6

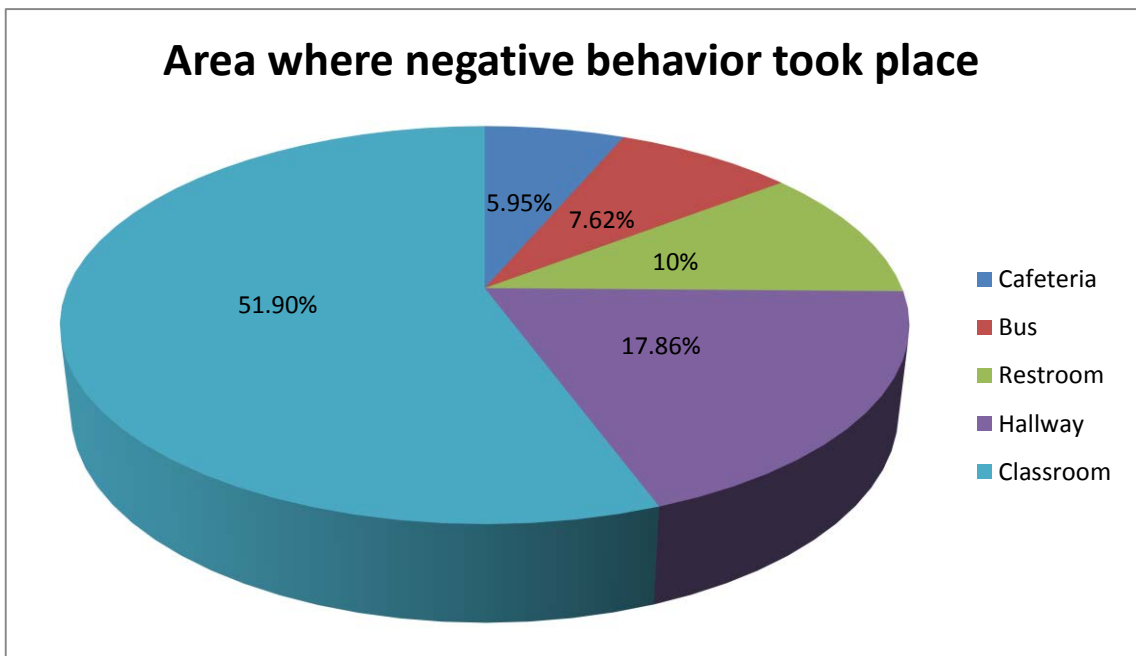


Table 4.7 reveals the times of the negative behaviors. Nearly 33% of the occurrences took place during the first hour of school. Nearly 36% of the occurrences took place during the last thirty minutes of school. The data prompted rethinking of the morning and afternoon routine. Several instructors were reassigned duties and others were called to monitor areas of concern.

Many of the incidents that took place were as a result of peer conflicts. The guidance department worked to organize peer mediation groups. The mediation groups

worked to resolve minor conflicts that otherwise would eventually cause major disciplinary problems. The administration went as far as altering the cafeteria flow patterns and assigning particular lunch tables for each class.

Table 4.7

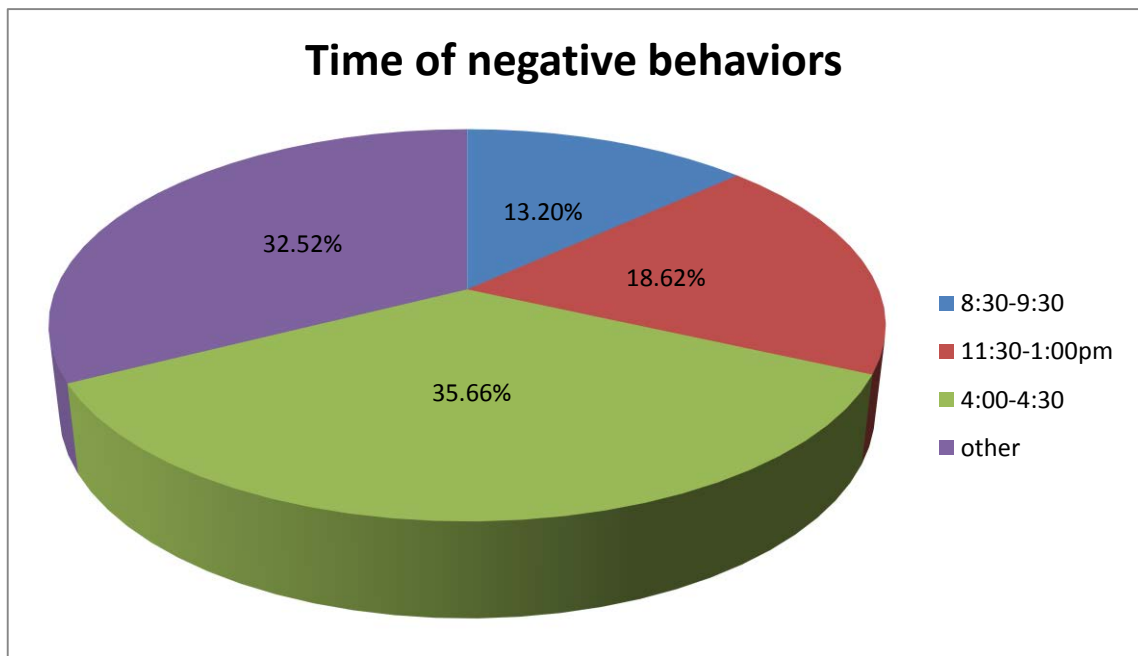
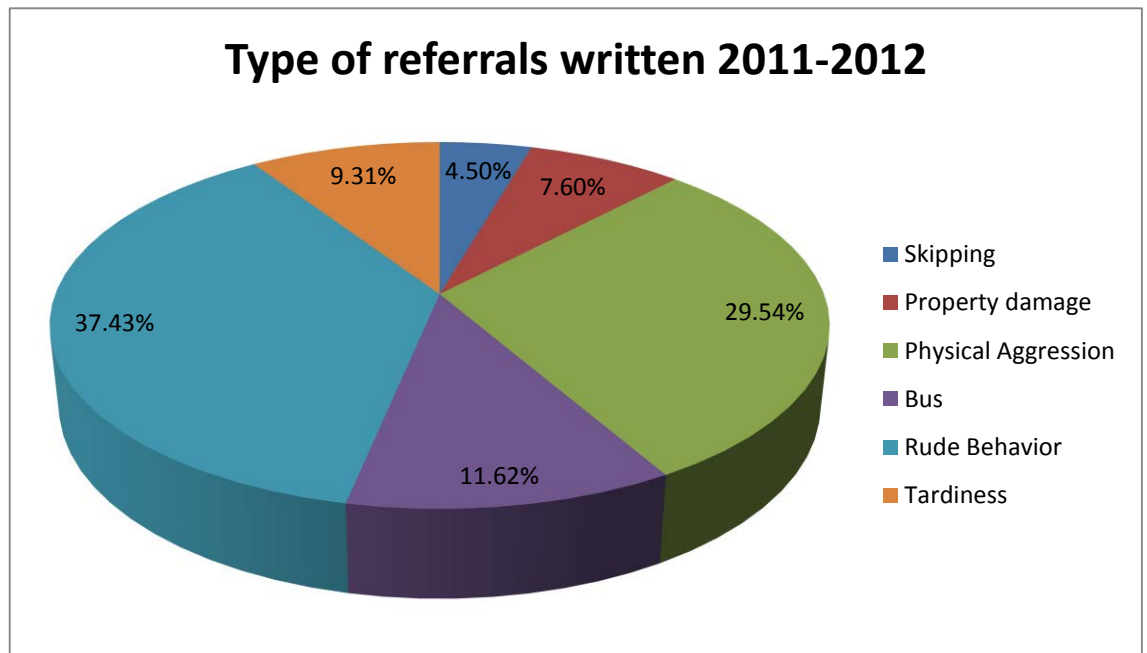


Table 4.8 reveals the major type of referrals written during the 2011-2012 school year. Nearly 38% of the referrals written were for rude and disrespectful behavior. This behavior was directed at peers and staff. In many incidents the rude behavior was followed by acts of physical aggression. The LMS staffs took an aggressive stance to model appropriate behavior as well as teach students the proper ways needed to effectively communicate with peers and staff. Several lessons were taught during the character education sessions.

Physical aggression accounted for nearly 30% of the referrals. Most of the incidents were as a result of peer conflicts. A major effort was made to share effective methods needed to resolve such conflicts. Students of this offense more than likely received OSS as a consequence. Several others were paneled as a result of this major offense.

Table 4.8



The following Table 4.9 reveals the three year history of the number of LMS students that were taken to disciplinary panel. All student disciplinary hearings heard by a disciplinary hearing officer or panel have been established by the Gwinnett County Board of Education (BOE). The hearings handle all acts of misconduct of students enrolled in the school system that may warrant long-term suspension or expulsion. Disciplinary

hearing procedures are governed by the State of Georgia Public School Disciplinary Tribunal Act. (O.C.G.A. 20-2-750)

The hearing officer will listen to disciplinary hearings involving two or fewer students. For hearings involving more than two students, the hearing officer may hear the case with a panel or an assisting hearing officer. Hearing officers are county administrators trained in conducting disciplinary hearings. When panels are used, the panel will consist of three members. Panel members are certificated school employees who are qualified on the grounds that they do not work at the presenting school, do not know the student being brought to panel, and do not have prior knowledge of the incident being brought to panel. The Office of Student Discipline selects the panel members for each hearing from a previously selected pool of teachers, principals and staff members who have received instruction in the conduct and function of disciplinary hearing, student suspension, and expulsion.

The disciplinary hearing may impose long-term suspension and refer the student to an alternative school program. The purpose of the alternative school program is to provide students with an opportunity to continue their education and improve their behavior. Students are given a date in their disposition letter from the hearing informing them when they may return to home school. Each student is required to have an exit conference from the alternative school. During the conference a decision will be made by the home school and alternative school representatives as to the appropriate steps to implement for the student's behavior plan upon return.

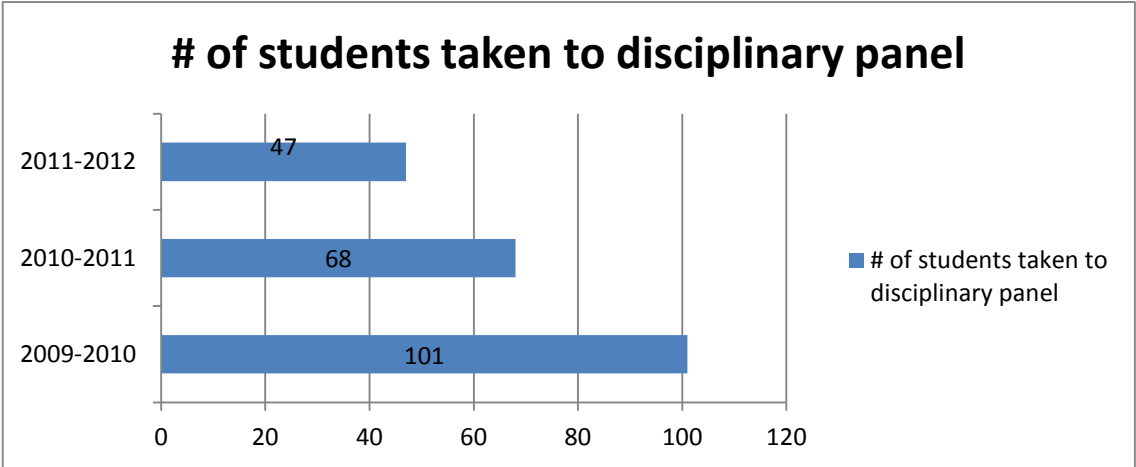
At the end of a student's long-term suspension, the student who fails to attend an alternative school program or is not given the option to attend an alternative school program or is terminated from the alternative school because of misconduct will have a readmission review at the local school before the student may be enrolled.

The student must provide evidence of at least three (3) of the following:

- Completion of a course of study through correspondence or some other accredited educational program or home school;
- Thirty hours of volunteer service to a community or religious organization during the suspension period;
- Part-time employment during the term of suspension;
- A student may submit an essay (minimum 300 words) reviewing the incident that brought the student before a disciplinary hearing, discussing what lessons have been learned and explaining why he/she wants to return to school;
- Letters of references from at least three sources other than a relative attesting to the student's good behavior and fitness to return to school;
- Documentation that the student has sought assistance from a community or private health organization concerning the student's fitness to return to school; and/or any other documentary evidence to indicate that the student has been in pursuit of learning, has not engaged in any criminal misconduct, has contributed to the good of the community in some way, or any other evidence that established

that the student desires to complete his/her education and will obey the disciplinary rules of the Board of Education

Table 4.9



Evidence of Student Achievement

The following charts will show evidence of student achievement in the areas of Mathematics, Science, English Language Arts, and Reading. The charts include achievement data from the last three school years. Each chart indicates the percentage of LMS students that passed the CRCT.

LMS Academic (CRCT) Mathematics Results 2010-2012

Table 4.10

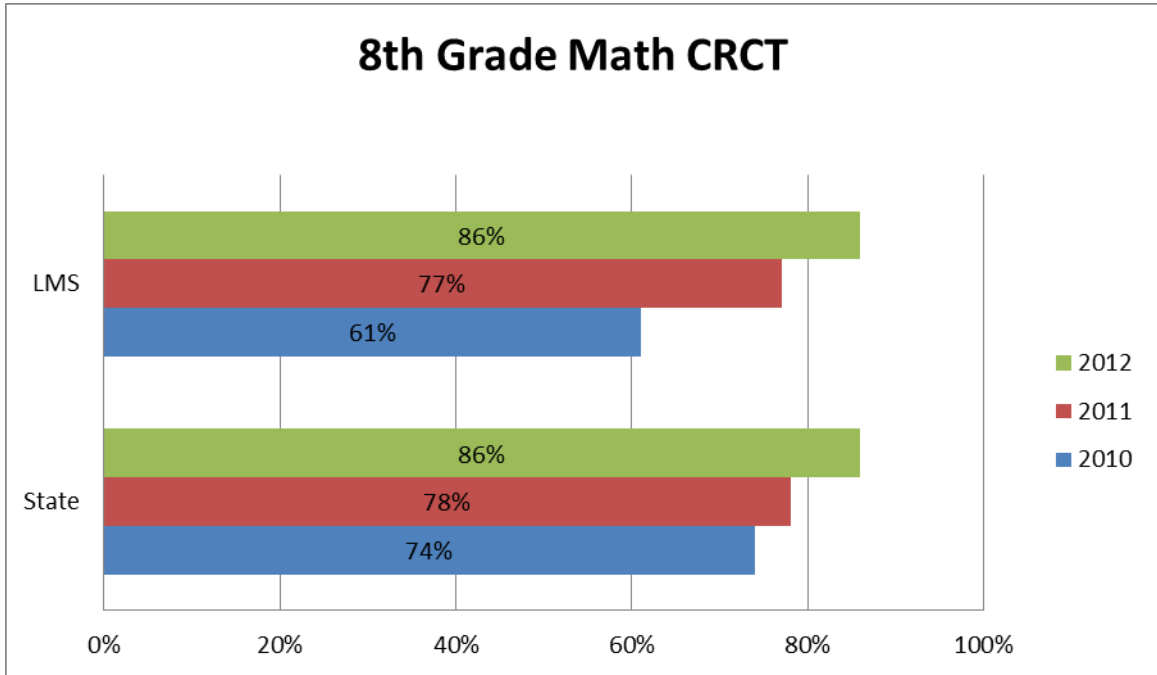


Table 4.11

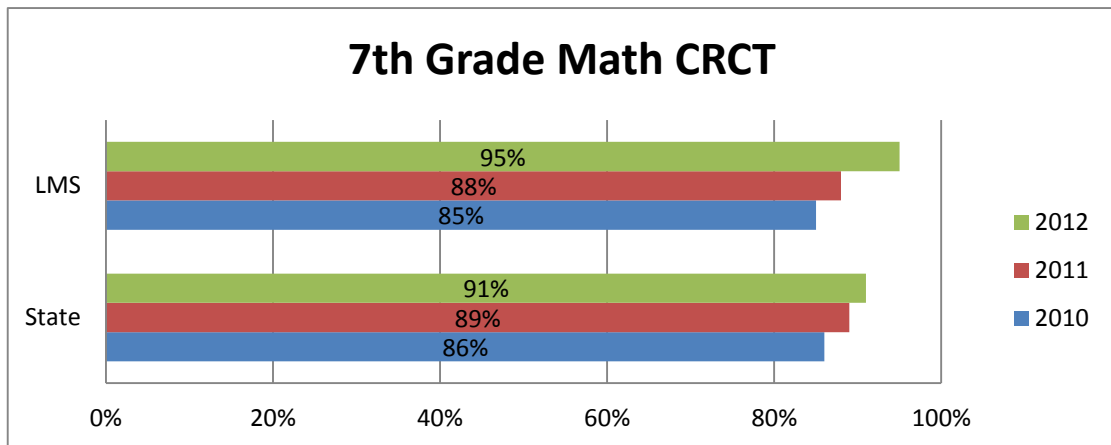
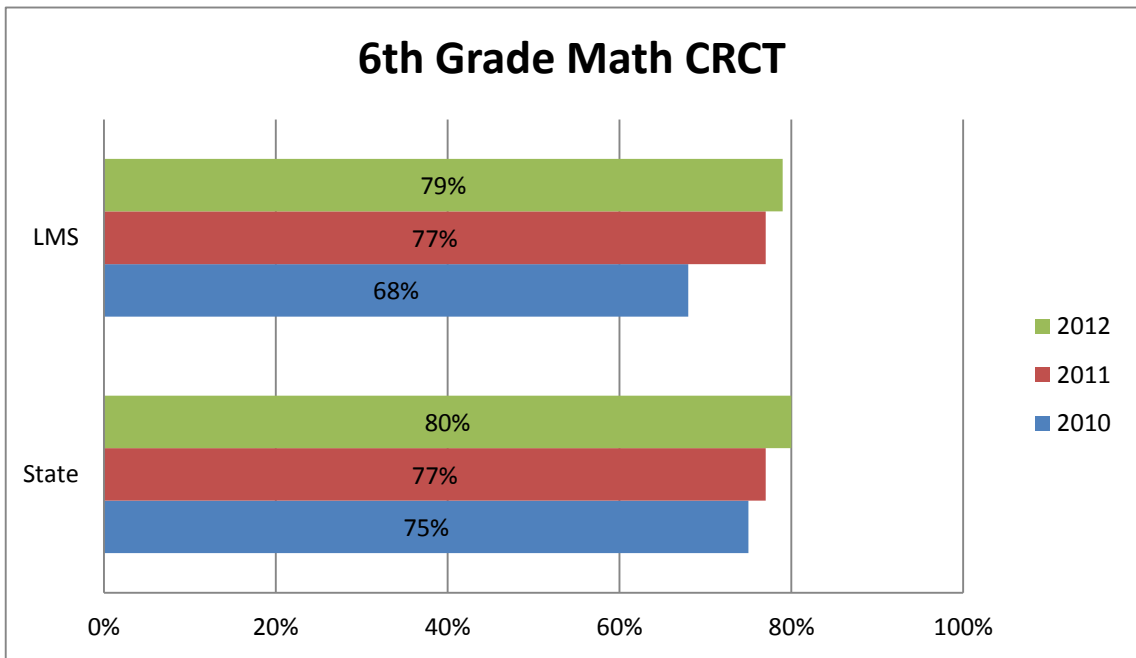


Table 4.12



LMS Academic (CRCT) Science Results 2010-2012

Table 4.13

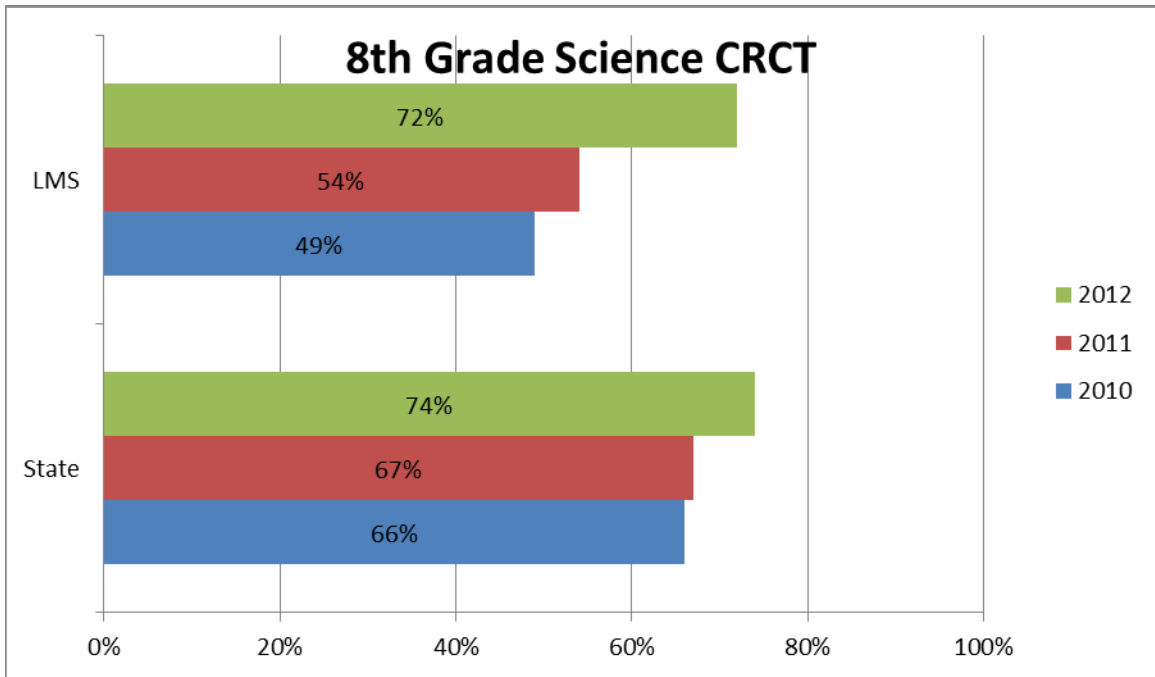


Table 4.14

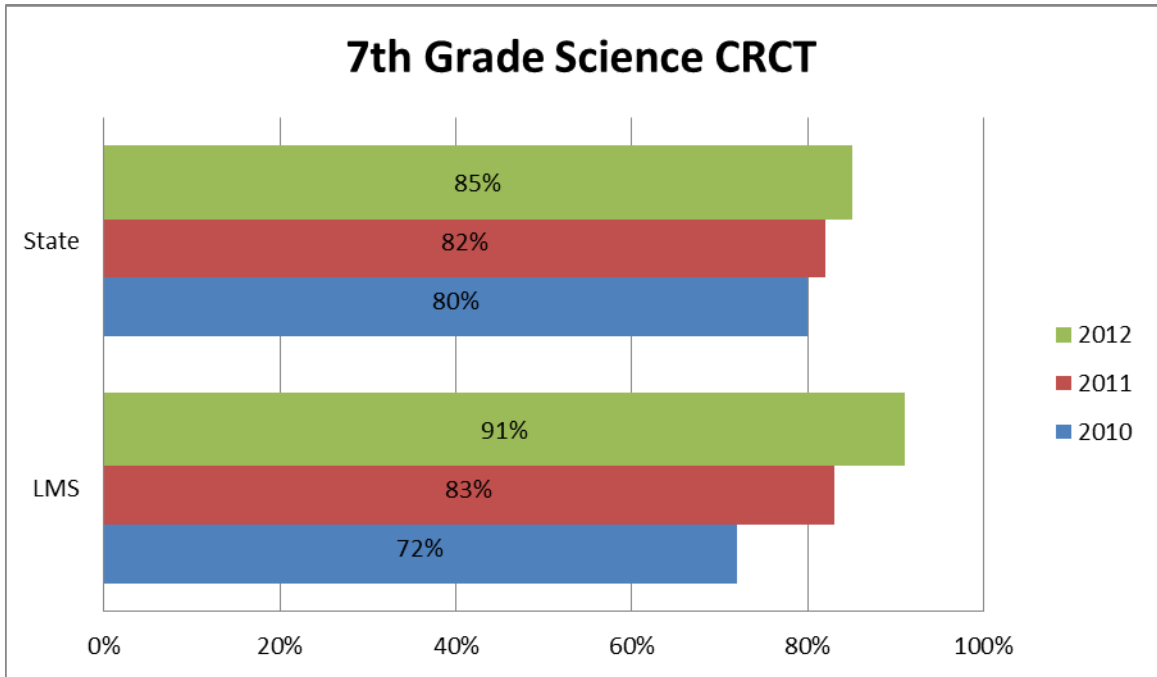
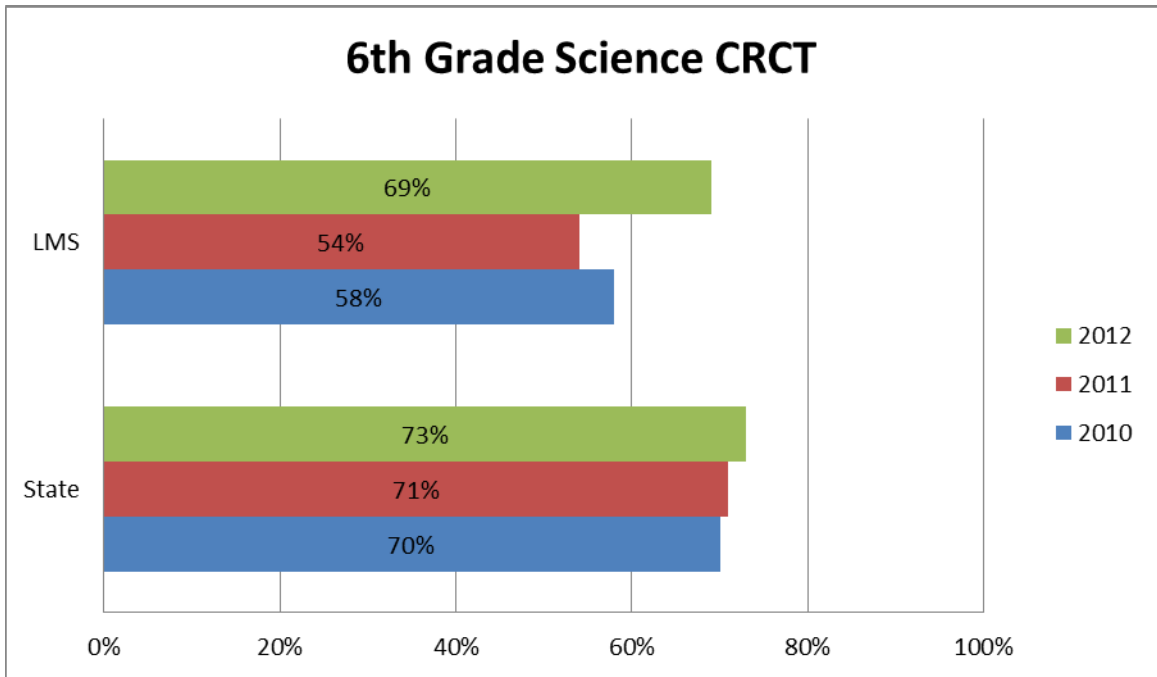


Table 4.15



LMS Academic (CRCT) ELA Results 2010-2012

Table 4.16

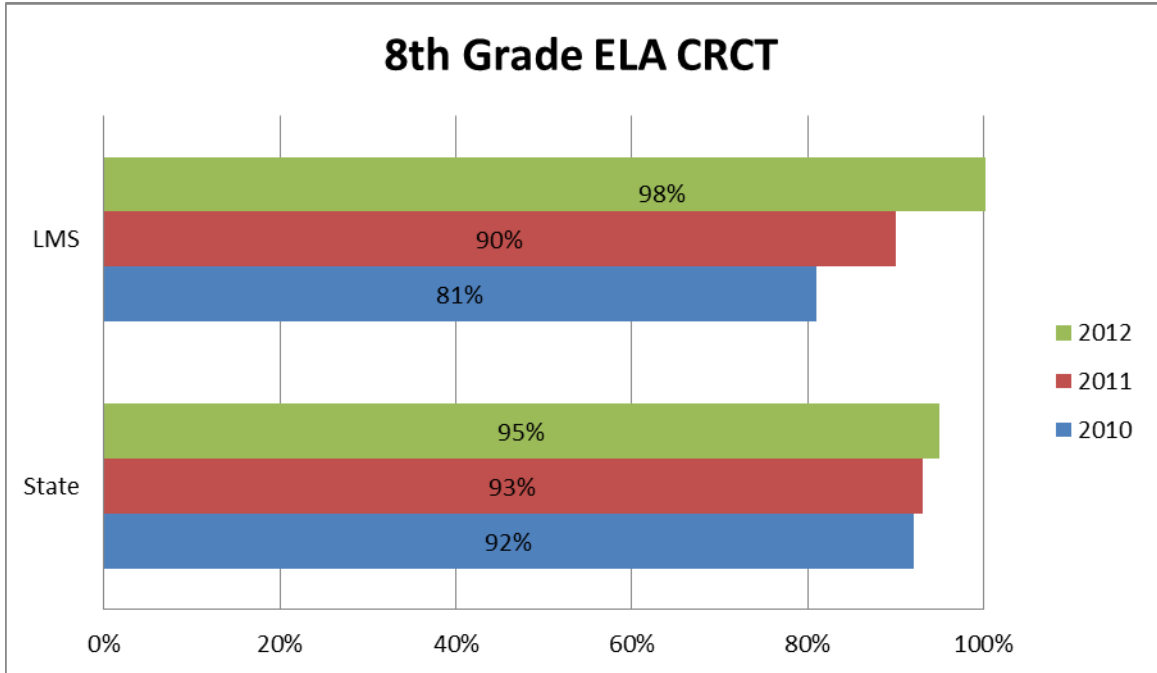


Table 4.17

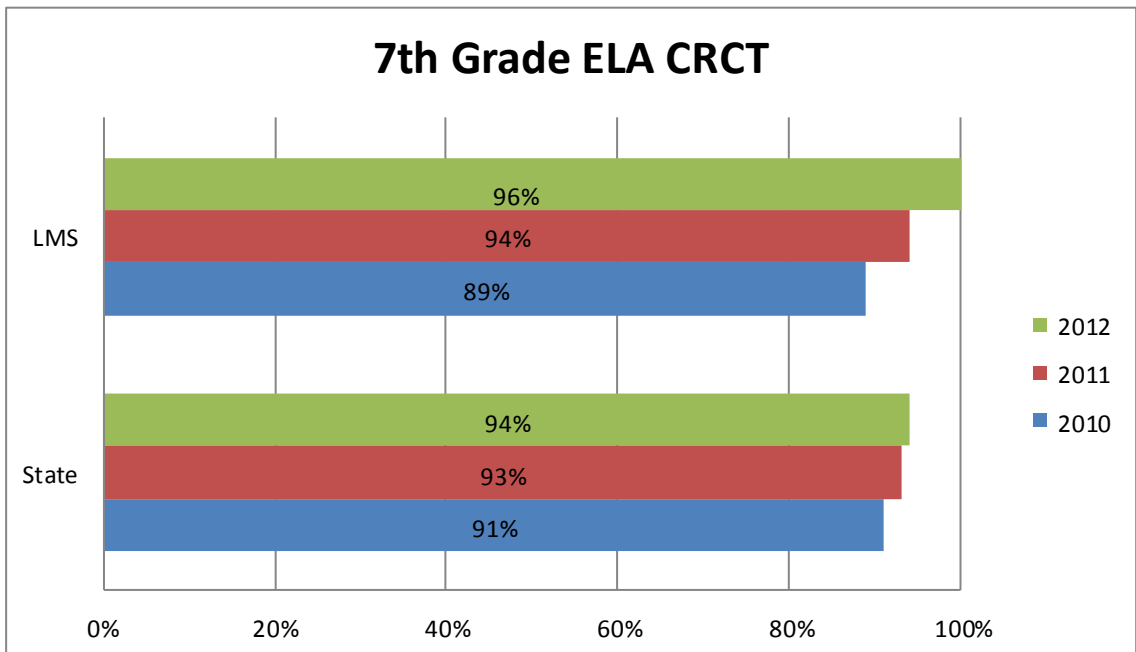
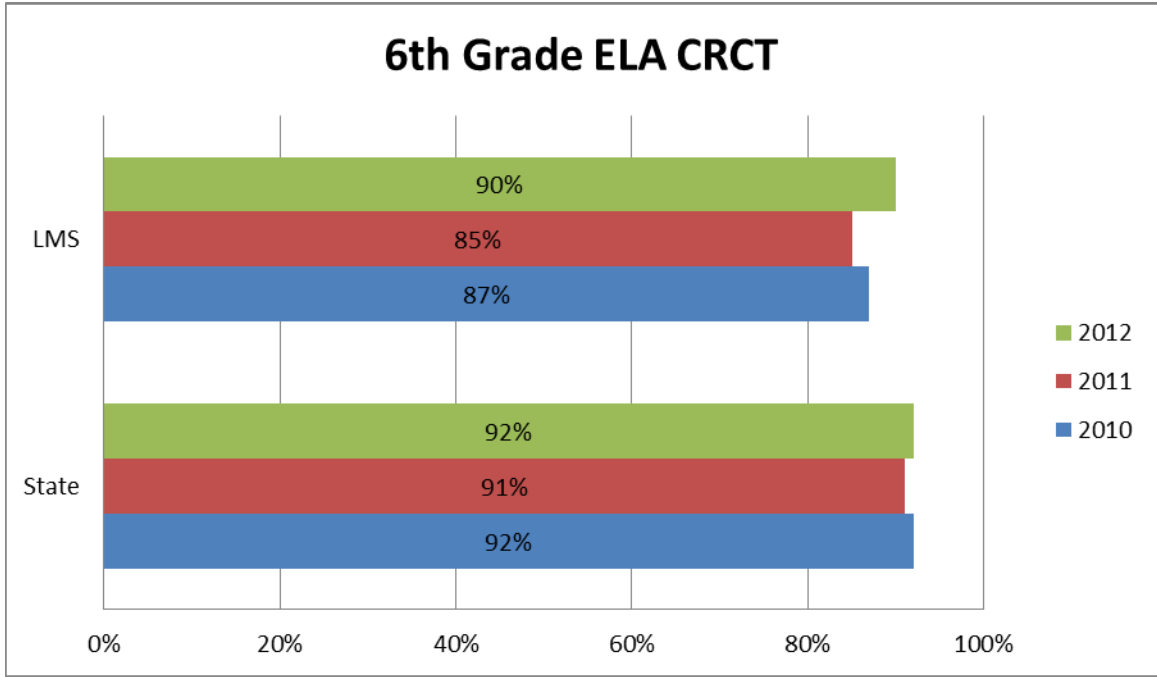


Table 4.18



LMS Academic (CRCT) Reading Results 2010-2012

Table 4.19

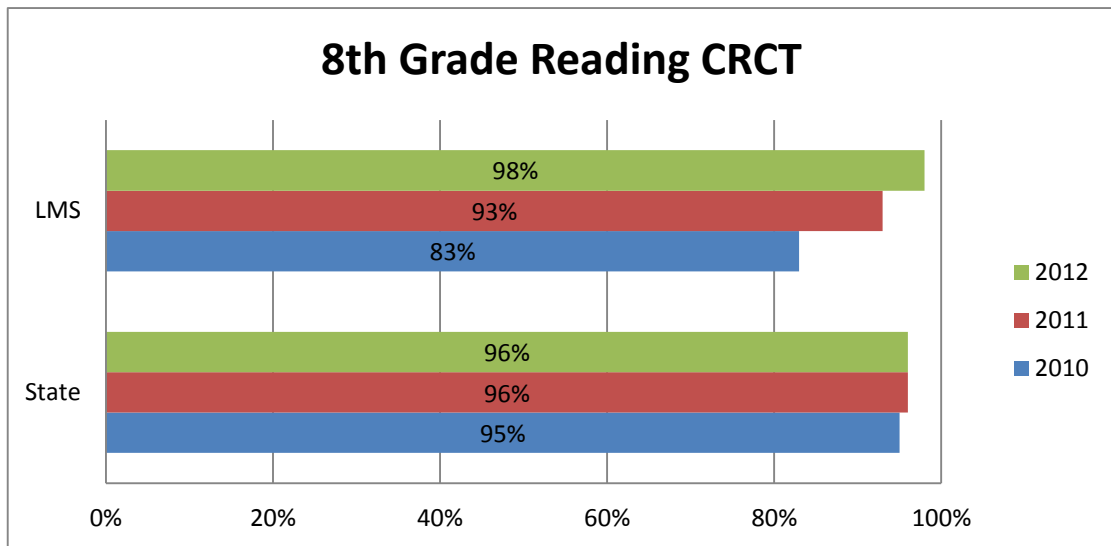


Table 4.20

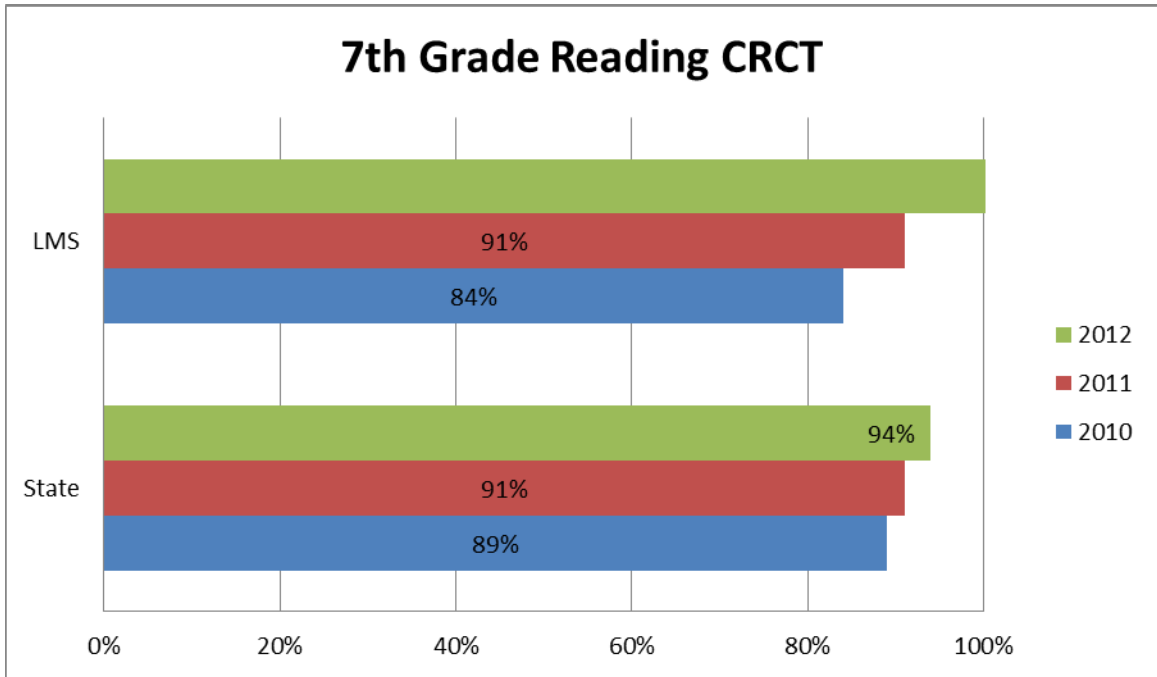
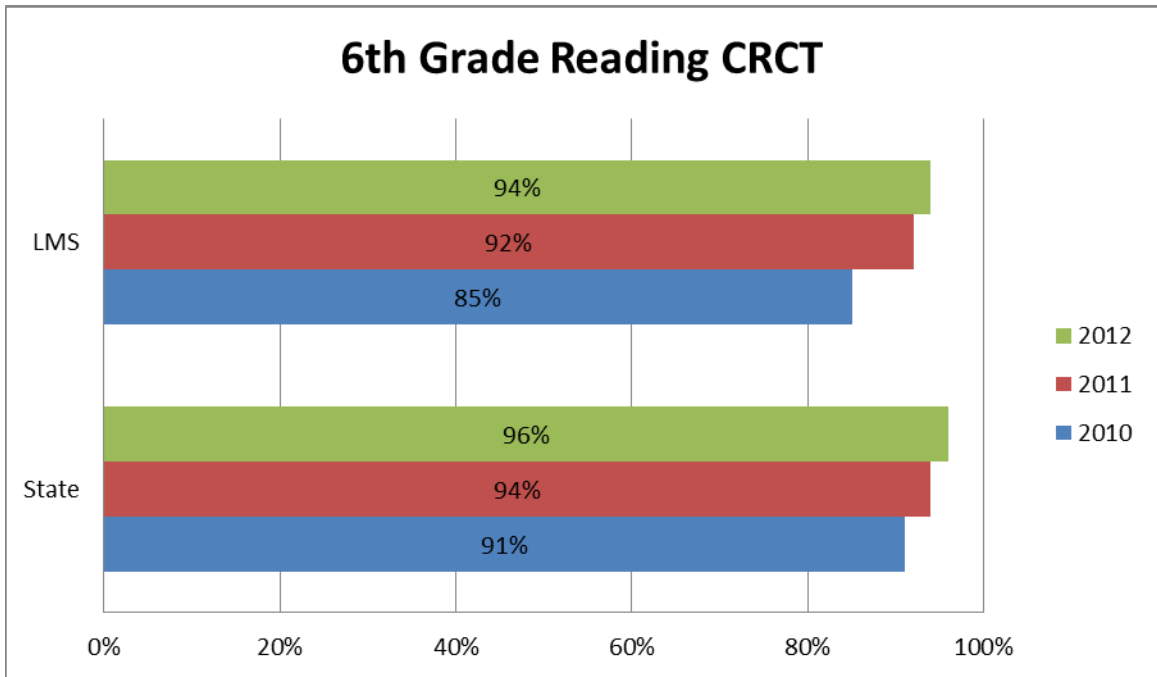


Table 4.21



Description of Findings Pertinent to Research Questions

The essential steps needed to develop an effective school-wide discipline were clearly outlined in this study (pages 17-19). The LMS school-wide discipline was shared during this study (pages 23-25) but without the support of all stakeholders, the no plan will be successful. Implementation of the plan is the most crucial of all. It takes the collective efforts of all to make the plan work. The plan must be clearly stated and executed by all staff. The procedures and the plan's rationale must be effectively communicated to parents. Otherwise the plan will generate negative momentum.

Classroom or teacher generated plans may work well within the class but the school-wide plan is explained and followed by all. In time, the plan will be fully understood by all students on each grade level. Regardless of who the student has, there will be a unified behavior expectation. The unified school-wide discipline plan empowers each teacher as they illustrate to student that the failure to abide by the behavior expectations will result in major consequences.

In such plans, school leaders are able to increase the time on task, by simply increasing the number of student contact hours. The increased contact hours, drastically increases student chances of mastering the content. Students now are beginning to understand that failure to abide by the behavioral expectations will only create additional opportunities for learning. In most cases, the additional opportunities are carried out during times they have grown accustomed of being away from school. Saturday morning

detentions and parental shadowing are effective consequences and few student wish to repeat such consequences.

CHAPTER V

SUMMARY

The purpose of the study was to determine how the implementation of a school-wide discipline program will affect academic achievement of Lilburn Middle School (LMS) students. The data provided during the study suggest that there was a significant impact made during the first three years of the program. The study revealed that student attendance and instructional contact time was a viable measure of potential classroom success. The data indicates that there is a solid relationship between daily school attendance, student performance, and meaningful instruction. The end result was a significant improvement in LMS's CRCT scores. The improved standardized scores did wonders to improve relations with parents, and community leaders.

Communication is the key to the success of any school-wide discipline program. The goals and process must be effectively communicated to all stakeholders. Administrators as well as all members of the discipline panel must continuously monitor the program and make all necessary changes. In the three year period of the full implementation of the school-wide discipline program, LMS experienced reduced numbers of suspensions and office referrals. The ISS numbers increased, largely due to our efforts to assign consequences that would not reduce student contact time. The result of our strategies allowed LMS to recover several days of instructional time that otherwise would have been lost due to behavioral disruptions and problem behaviors.

The LMS program provides opportunities for school leaders to address negative behaviors prior to the behaviors interfering with academic progress. The proactive approach to negative discipline has altered the LMS school climate.

Limitations of Study

Although the study revealed the multiple benefits of a school-wide discipline program as well the program's impact on student achievement, the study failed to mention the financial cost needed to implement such a program. The researcher failed to probe into the cost of the programs needed to provide an administrative team with the necessary data points needed to make the continuous changes. Continuous monitoring and changes are needed in order to offer an effective school-wide discipline program. Such monitoring would have not been possible without the purchase of the SWIS data collections system. Additionally, LMS had to hire clerical personnel to enter discipline information into the database. Currently most school systems are facing large deficits and many district level administrators will not be willing to absorb the additional cost of such programs.

Recommendations for Further Research

Further research is needed to determine the possible impact of an increasing diverse instructional staff. As it stands, the racial and ethnical make-up of the LMS staff is far from resembling the current demographics of our school. The possible impact on student achievement could be enormous as instructors with shared identities are sure to have a cultural impact on the content of all subjects.

Additionally, a parent school perception survey could have further enhanced the study. Such surveys are likely to provide a quick measure of parent attitudes and opinions about climate, discipline, and staff-parents relations

REFERENCES

- Balfanz, R. & Boccanfuso, C. (2007) *Falling off the Path to Graduation: Early Indicators Brief*. Baltimore, MD: Center for the Social Organization of Schools.
- Biglan, A., Wang, M.C. & Walberg, H.J. (Eds). (2003). *Preventing youth problems*. New York:Plenum.
- Black, Donald D., and John C. Downs. ADMINISTRATIVE INTERVENTION: A DISCIPLINE HANDBOOK FOR EFFECTIVE SCHOOL ADMINISTRATORS. Longmont, Colorado: Sopris West, Inc. 1992. 94 pages.
- Brigdall B. Gordon E. (2003) *Raising Minority Academic Achievement: The Department of Defense Model*. ERIC Clearinghouse on Urban Education, New York, NY. Department of Education, Washington, DC.
- Brodinsky, Ben. STUDENT DISCIPLINE: PROBLEMS AND SOLUTIONS. American Association of School Administrators Critical Issues Report. Sacramento, California: Education News Service, 1980. 80 pages.
- Bundrage J. (July 2012) *Gwinnett County Schools Disaggregated test data 2009-2012 data was collected SWIS, Elements, and SASI*.
- Catalano, R.F., Arthur, M.W., Hawkins, J.D., Berglund, L., & Olson, J.J. (1998). Comprehensive community- and schoolbased interventions to prevent antisocial behavior. In R. Loeber & D.P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 248–283). Thousand Oaks, CA: Sage Publications.
- Christle, C.A., Nelson, M. & Jolivet, K. (2003). School characteristics related to the use of suspension. Accessed at www.kysafeschools.org.
DC: U. S. Department of Education. NCLB Homepage: Systems Awards and Consequences Accountability. <http://www.ed.gov/nclb/landing.jhtml.160-7-1-.04>
Retrieved July 2012.
- Duckworth, Kenneth. SCHOOL DISCIPLINE POLICY: A PROBLEM OF BALANCE. Eugene, Oregon: Center for Educational Policy and Management, 1984. 9 pages. ED 252 926.
- Duke, Daniel L. "School Organization, Leadership, and Student Behavior." In STRATEGIES TO REDUCE STUDENT MISBEHAVIOR.

Dwyer, K.P., Osher, D., & Warger, W. (1998). Early warning, timely response: A guide to safe schools. Washington, DC: U.S. Department of Education. Education for Students Place at Risk, 8(3), 309-393.

Farkas B. (2003) *Racial Disparities and Discrimination in Education: What Do We Know, How Do we Know it, and What do We need to Know?* Teachers College Record v. 105 no.6 (August 2003) p. 119-46. Retrieved on July 9, 2012

Flaxman E.(2003) Closing the Achievement Gap: Two Views from Current Research. ERIC on Urban Education. New York, NY. Department of Education, Washington, DC.1-6. Retrieved February 6, 2006, From EBSCO Host Research database.

Frels, Kelly, and others. SCHOOL DISCIPLINE POLICIES AND PROCEDURES: A PRACTICAL GUIDE-REVISED EDITION. Alexandria, Virginia: National School Boards Association, April 1990. 39 pages. ED 322 597.

Gaustad, Joan. SCHOOLS RESPOND TO GANGS AND VIOLENCE. OSSC Bulletin. Eugene, Oregon: Oregon School Study Council, 1991. 54 pages. ED 337 909.

Glanton, Thomas (2001). *Grade Point Average, Attendance, Tardiness, and Discipline in the Freshman Academy Program*. Retrieved July 19, 2012 from <http://www.coe.uga.edu/welsf/leadership/students/dissertations.html>

Georgia Department of Education Website (2012). *Georgia compulsory attendance law (2004)*. Retrieved July 2012. http://www.doe.k12.ga.us/pea_policy.aspx?PageReq=PEASchoolAttendance

Goodlad, J.I., (2003). *A nation at risk*. Education Week, 16 (25), April 23, 2003.

Gottfredson, Denise G. "Developing Effective Organizations to Reduce School Disorder." In STRATEGIES TO REDUCE STUDENT MISBEHAVIOR, edited by Oliver C. Moles. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1989. 187 pages. ED 311 608.

Gottfredson, Denise G., and others. REDUCING DISORDERLY BEHAVIOR IN MIDDLE SCHOOLS. Report No. 37. Baltimore, Maryland: Center for Research on Elementary and Middle Schools, 1989. 26 pages. ED 320 654.

Grossnickle, Donald R., and Frank P. Sesko. PREVENTIVE DISCIPLINE FOR EFFECTIVE TEACHING AND LEARNING: A SOURCEBOOK FOR TEACHERS AND ADMINISTRATORS. Reston, Virginia: National Association of Secondary School Principals, 1990. 26 pages. ED 320 205.

Gwinnett County Schools. (2012) *Comprehensive Discipline Report*. (Report July 2012) Lawrenceville, Ga. Author

Hodges, Amelia E. (2005). *The no child left behind act of 2001: The impact of policy requirements and recommendation for policy improvements*. Retrieved from Proquest April 2007.

Johnston R. & Viadero D.(2000). Unmet Promise: Raising Minority Achievement, Education Week v. 19, no. 30, pgs.1-16. Retrieved on July 2012.

Leone, P.E., Christle, C.A., Nelson, M., Skiba, R., Frey, A., & Jolivette, K. (2003) School failure, race and disability: Promoting positive outcomes, decreasing vulnerability for involvement with the juvenile delinquency system. College Park, MD

Mayer, G.R., & Sulzer-Azaroff, B. (1990). Interventions for vandalism. In G. Stoner, M.R. Shinn, & H.M. Walker (Eds.), Interventions for achievement and behavior problems (monograph). Washington, DC: National Association of School Psychologists.

Meyers, Kenneth, and George Pawlas. THE PRINCIPAL AND DISCIPLINE. Elementary Principal Series No. 5. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1989. 32 pages. ED 315 915.

Moles, Oliver C. STRATEGIES TO REDUCE STUDENT MISBEHAVIOR. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1989. 187 pages. ED 311 608.

No Child Left Behind Act of 2001, Public Law 107-110 (January 8, 2002). United States Department of Education (2004). No Child Left Behind Handbook. Washington, D.C.

Novello, M. (2006). *Compulsory attendance: Alliance for the separation of school and state*. Saint Fresno, CA: Pearson Education, Inc., 93728 (559) 499-1776.

Oliver C. Moles. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1989. 187 pages. ED 311 608.

Raffaele Mendez, L.M., Knoff, H.M., & Ferron, J.M. (2002). School demographic variables and out-of-school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district. *Psychology in the Schools*, 39 (3), 259-277.

Skiba, R.J. & Rausch, M.K. (2006). Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook for Classroom Management: Research, Practice and Contemporary Issues*. Mahwah, NJ: Lawrence Erlbaum Associates, 1063-1089.

Sprague, J., & Horner, R. (2007). School Wide Positive Behavioral Support. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice*. Lawrence Erlbaum Associates.

Sugai, G and Horner, R. "The Evolution of Discipline Practices: School-wide Positive Behavior Supports," *Child and Family Behavioral Therapy* Vol 24, No 1-2 (2002). systems and practices. *Teaching Exceptional Children*, 40(6). 32-40. Sprague & Golly, 2004; Sugai & Horner, 2010.

Wu, S.C., Pink, W.T., Crain, R.L., & Moles, O. (1982). Student suspension: A critical reappraisal. *The Urban Review*.14. 245-303.

APPENDIX

1. Academic and Behavioral Interventions Recommendations
2. Elements of Classroom Management Plan
3. LMS Behavioral Matrix
4. Student Discipline Checklist
5. Student Support Team Invitation Letter
6. Student Attendance Intervention Documentation
7. LMS ISS Plan
8. LMS ISS Administrative Walkthrough Form
9. Behavioral Correction Plan Form Example
10. Administrative Hearing Checklist
11. Six Year LMS Achievement Data

Recommended Academic and Behavioral Interventions

When a student has:

1. Difficulty following written directions:

Try:

- Using both verbal and written directions.
- Chunking written and verbal directions in concise, articulate blocks.
- Delineating written and verbal directions as specific steps or processes (such as first do this, second do that, and then do this).
- Moving around the class to monitor student progress and point to written directions and verbally explain to indicate the step students should be working on.

2. Problems following verbal directions:

Try:

- Using both written and verbal directions.
- Chunking verbal and written directions in concise, articulate blocks.
- Delineating verbal and written directions as specific steps or processes (such as first do this, second do that, and then do this).
- Moving around the classroom to monitor student progress and point to written directions and reiterate to indicate the step students should be working on.

3. Trouble using time wisely:

Try:

- Allocating specific time allotments to complete specific aspects of an assignment (e.g., “You now have 5 minutes to share your answer with your partner).
- Providing very specific directions for completing an assignment, especially if the assignment is to be completed in pairs or groups.
- Providing very specific roles and responsibilities for each individual working in a group.
- Moving around the classroom to monitor student progress and redirect off-task behavior.
- Removing distractions (e.g., limit background noise by monitoring the level of student voices during group work by saying something like, “I

should not hear individual voices; limit the use of or do not play the TV or music while students are working—even though you and some students may find it enjoyable; move a student to center-front of the class).

4. Difficulty focusing within a classroom situation:

Try: (in addition to all of the above)

- Increasing proximity to student to facilitate redirecting student's attention.
- Actively involving student in class (e.g., asking student for her response to a student's answer or have student lead an activity or discussion).
- Creating system to alert student (e.g., tapping students' desk as you move about class, asking student to call on someone to answer a question, or asking student to check if another students' answer is correct).

5. Problems with organization and neatness:

Try:

- Using a course notebook that includes different sections for the different types of work to be completed in class.
- Having student word process assignments.
- Using visual organizers to help student organize thoughts.
- Using task analysis (i.e., breaking tasks into small steps or segments).

6. Difficulty maintaining positive peer interactions:

Try:

- Placing student with a partner or in a group that encourages positive peer interactions and student participation.
- Talking with the student or having a school counselor talk about the situation to better understand the root of the problem.
- Helping student identify specific behaviors that discourage positive peer interactions (e.g., being overly critical, taking comments personally when they are not meant to be, not participating in group work, and bad hygiene) and behaviors that foster positive peer interactions (e.g., smiling, offering kind words, inquiring about someone's interests and wellbeing, and helping out others).

7. Trouble participating appropriately in class activity:

Try: (in addition to suggestions identified in #1-4 and #6)

- Posting and reviewing a concise list of classroom rules/expectations and the consequences for breaking the rules (e.g., student warning, move student's seat/increase teacher proximity, silent lunch with parent contact, student detention with parent contact, office referral/parent contact).

- Clearly stating and identifying in writing student expectations for completing a specific class activity successfully.
- Planning and announcing alternative assignment for students who cannot complete original assignment as planned. (This is particularly important and effective when using a class activity involving group work.)
- Isolating the student from the rest of class (i.e., place student in a seat facing away from the class to complete assignment or have student go to another class with a teacher with whom you have developed an “exchange program”).

8. Problems completing class assignments:

Try:

- Moving around the classroom to monitor student progress and redirect off-task behavior.
- Frequently reminding students of time remaining to complete specific aspects of an activity.
- Assigning detention (rather than a zero) for student to complete assignment.
- Using task analysis (i.e., breaking assignments into segments).

9. Difficulty completing homework assignments:

Try:

- Have student record his or her own progress for improvement.
- Organize assignments into short, structured units to increase completion.
- Contacting parents about due dates of significant assignments.
- Post assignments on a calendar and/or website.
- Assigning detention (rather than a zero) for student to complete assignment.
- Signing off on agenda book and have parents do the same to increase accurate and responsive communication with home.

10. Problems preparing for class (paper, pencil, books, etc.)

Try:

- Discussing concern with student, parent and counselor and ESOL teachers(s) and the ESOL AP if the student is in the ESOL program or the Special Education Teacher(s), the SPED AP, and/or the caseload manager if the student receives Special Education services.
- Not letting it be an issue (i.e., allowing a student to use a book or borrow a pencil).
- Signing off on agenda book and have parents do the same to increase accurate and responsive communication with home.

- Allowing a student to not come prepared a couple times (use a “free pass”) but after that it becomes a parent contact and detention. (The student could cash in the unused free passes at the end of the semester to drop their two lowest homework or classwork grades.)

11. Math skills are not appropriate for grade level:

Try:

- Discussing math placement with student, student’s parent and counselor, grade level administrator, and the ESOL AP and teacher(s) if the student is in the ESOL program or the SPED AP, teachers and/or the caseload manager if the student receives Special Education services.
- Discussing strengths/weaknesses with student and set goals together.
- Recommending student take advantage of all tutoring opportunities at the school to build math skills to grade level.
- Providing remedial mathematics skill building exercises (that could be used during tutoring or at the students’ home).
- Discussing with the grade level administrator assigning student to the Math Connections course.
- Assigning student Math enrichment exercises.
- Using essential questions to focus student on the big picture.
- Previewing essential vocabulary and content maps.
- Modeling (i.e., first me, then we, then you with a partner, and then you by yourself).
- Pairing stronger students with weaker students.
- Applying summarizing strategies.
- Providing assignments that foster connecting new learning to prior learning.
- Allowing more time for task completion.
- Limiting multiple-choice questions to two or three responses.
- Reducing the number of questions at first.
- Creating tiered assignments.
- Applying scaffolding activities.
- Allowing the use of calculators.

12. Reading skills are not appropriate for grade level:

Try:

- Discussing concerns with the Reading Specialist, the student’s parents, counselor, grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services.
- Discussing strengths/weaknesses with student and set goals together.

- Recommending student takes advantage of all tutoring opportunities at the school to build reading skills to grade level.
- Providing remedial vocabulary, writing, spelling, and grammar skill building exercises (that could be used during tutoring or at the students' home).
- Discussing with the grade level administrator assigning student to the Reading Connections course.
- Using essential questions to focus student on the big picture.
- Previewing essential vocabulary and content maps.
- Pairing stronger students with weaker students.
- Applying summarizing strategies.
- Connecting new learning to prior learning.
- Allowing more time for task completion.
- Limiting multiple-choice questions to two or three responses.
- Reducing the number of questions at first.
- Using examples, analogies, and metaphors.
- Providing guided reading activities, including prediction, interpretation, and summarizing questions.
- Chunking reading into small segments.
- Allowing student choice.
- Permitting the use of bilingual dictionaries.
- Using pre-reading, during reading, and after reading strategies.

13. Written expression is not appropriate for grade level:

Try:

- Recommending student takes advantage of all tutoring opportunities at the school to build written expression skills to grade level.
- Discussing strengths/weaknesses with student and set goals together.
- Providing enrichment vocabulary, writing, spelling, and grammar skill building exercises (that could be used during Guided Study, tutoring, or at the students' home).
- Discussing with the grade level administrator assigning student to the Reading Connections course.
- Discussing concerns with the Reading Specialist, the student's parents and counselor, grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services. Using essential questions to focus student on the big picture.
- Previewing essential vocabulary and content maps.
- Pairing stronger students with weaker students.
- Applying summarizing strategies.

- Providing assignments that foster connecting new learning to prior learning.
- Allowing more time for task completion.
- Limiting multiple-choice questions to two or three responses.
- Reducing the number of questions at first.
- Using examples, analogies, and metaphors.
- Providing guided reading activities, including prediction, interpretation, and summarizing questions.
- Chunking reading into small segments.
- Using think-aloud activities.
- Permitting the use of bilingual dictionaries.
- Providing rubrics so students can clearly see the difference between his work and the desired result.
- Creating tiered assignments.

14. Problems being motivated to learn:

Try:

- Allowing student to have some choice in what she studies.
- Integrating instructional games into instruction (e.g., Bingo, Jeopardy, Scategories, word searches, puzzles, Numbered Heads Review, Teams Games & Tournaments, etc.) as well as high interest activities (e.g., simulations, labs, and manipulatives).
- Providing different modalities during each class period (e.g., using a crossword puzzle to review key terms from previous lessons at the beginning of class; using guided notes to instruct; and closing class with “stump the teacher” questioning).
- Discussing concerns with the Reading Specialist, the student’s parents and counselor, grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services.

15. Trouble with health and staying alert in class:

Try:

- Creating system to alert student (e.g., tapping students’ desk as you move about class, asking student to call on someone to answer a question, or asking student to check if another students’ answer is correct).
- Discussing concerns with the student, the student’s parents and counselor, grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services.

16. Difficulty relating positively with authority figures:

Try:

- Creating a classroom environment in which the student feels welcome and respected by teacher and peers.
- Setting very clear expectations for student behavior and articulating the consequences for inappropriate behavior.
- Addressing all behavior concerns privately and one-on-one—not in front of others.
- When addressing student’s behavior, discuss appropriate responses to authority.
- Brooking no nonsense. (If a student is disrespectful, warn the student and then follow through to an office referral is necessary.)
- Creating a behavior contract with student, parents, and grade level administrator and recognizing with the student meets behavior goals.
- Discussing concerns with the student’s parents and counselor, the grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services.

17. Problems demonstrating appropriate moods for different situations:

Try:

- When addressing student’s behavior, discuss appropriate responses to particular situations.
- Discussing concerns with the student, the student’s parents and counselor, grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services.

18. Trouble with Attendance:

Try:

- Planning high-interest lessons for frequently missed days (e.g., Fridays and the days before a holiday).
- Setting “Attendance Goals” and recognizing privately and one-on-one when a student meets the goals.
- Discussing concern with student, the student’s parents and counselor, the grade-level administrator, and the ESOL AP and/or teacher(s) if the student is in the ESOL program or SPED AP, teacher(s) and/or caseload manager if the student receives Special Education services.
- Reviewing implications of GA House Bill 1190 with student and parent.

Appendix 2

Elements of a Classroom Management Plan

1. **Philosophical Statement:**
 - a. Briefly explain your beliefs about classroom management.
 - b. Briefly explain your process for **communicating your beliefs about classroom management with students and parents.**
2. **Application of Traits of Engagement:**
 - a. Briefly explain how you will apply each Trait of Engagement through your instruction.
 - b. Briefly explain the student behavior you expect to see as a result of applying each Trait of Engagement.
 - c. Briefly explain your process for **educating students and parents about how students will apply the Traits of Engagement.**
3. **Expectations / Rules for Student and Teacher Behavior:**
 - a. Briefly list expectations for student and teacher behavior (e.g., respect self and others, enter and exit the classroom quietly and courteously, and remain actively engaged and on-task during the entire class period).
 - b. Briefly explain your process for **educating students and parents about your Expectations for Student and Teacher Behavior.**
4. **Procedures and Routines:**
 - a. Briefly list key student actions / behaviors (e.g., talking, moving around the classroom for any reason, submitting student work, leaving the room for any reason, moving to and from the restroom and lunchroom, and proper etiquette during lunch).
 - b. Briefly explain your process for **educating students and parents your rules and procedures for student actions / behaviors.**
5. **Consequences of Behavior:**
 - a. Identify the positive and negative responses to student behavior (e.g., tokens for appropriate behavior, discipline steps for disruptive behavior, point system).
 - b. Explain your process of administering consequences.
 - c. Briefly explain your process for **educating students and parents the consequences of student behavior.**
6. **Progress Monitoring and Record Keeping:**
 - a. Briefly explain your procedures for progress monitoring and measuring, including what type of assessments you will administer and how frequently.
 - b. Briefly explain how you will record student progress.

- c. Briefly explain your process for **educating students and parents about your procedures for progress monitoring and record keeping.**
- 7. **Communication Plan:**
 - a. Briefly explain your process for communicating student progress / concerns to students, parents, teammates, counselors, administrators, and others.
 - b. Briefly explain your procedures for documenting your communication about student progress / concerns to students, parents, teammates, counselors, administrators, and others.
 - c. Briefly explain your process for **teaching students about your communication plan.**
- 8. **Physical Setting:**
 - a. Provide room arrangement map, student seating assignment chart, and emergency maps.
 - b. Briefly explain your reasons for arranging your classroom and seating students as you have.
 - c. Briefly explain your process for **teaching students the reasons for and implications of the different maps.**

Appendix 3

Lilburn Middle School students have MUSTANG PRIDE	Hallway	Cafeteria	Classroom	Restroom	Bus
<u>P</u>ositive	<ul style="list-style-type: none"> Work with your teacher to come up with solutions to any incident 	<ul style="list-style-type: none"> keep tables and floors clean Make quick menu choices 	<ul style="list-style-type: none"> Take on any task at hand with a positive attitude 	<ul style="list-style-type: none"> Do not harass other students while using the restroom 	<ul style="list-style-type: none"> Stay seated at all times
<u>R</u>espectful	<ul style="list-style-type: none"> Be on-time Keep your hands and feet to yourself Raise your hand if you need your teachers attention <p>Use your inside voices</p>	<ul style="list-style-type: none"> Follow directions of lunch staff Clean up and/or report any spills immediately 	<ul style="list-style-type: none"> Speak respectfully to your teacher Raise your hand to speak Use your inside voices Do not speak while the teacher is instructing 	<ul style="list-style-type: none"> Flush after using Make sure all water faucets are turned off Use inside voices Wash and dry your hands 	<ul style="list-style-type: none"> Follow directions of bus driver at all times
<u>I</u>ntegrity	<ul style="list-style-type: none"> Listen to teacher/adult in charge Use appropriate language Stay to the right Stay in designated areas 	<ul style="list-style-type: none"> Stay seated with class 	<ul style="list-style-type: none"> Do your best on all assignments and assessments Complete all classwork assignments Complete all homework assignments No cheating 	<ul style="list-style-type: none"> Use restroom only when needed Report any incidents to your teacher immediately No horseplay Use appropriate language 	<ul style="list-style-type: none"> Help others in an emergency situation Leave classroom during correct bus call.
<u>D</u>etermined	<ul style="list-style-type: none"> Go directly to class Do not stop to socialize 	<ul style="list-style-type: none"> Have money ready when paying cashier 	<ul style="list-style-type: none"> Study for all assessments and aim to get a good grade Complete and turn in all classwork and homework assignments on time 	<ul style="list-style-type: none"> Check for any vandalism Use the restroom as quickly as possible 	<ul style="list-style-type: none"> Arrive at bus stop on time Exit bus at the correct stop

Engaged	<ul style="list-style-type: none">• Stay focused on getting to your destination	<ul style="list-style-type: none">• Balance social time and eating time• Keep all food inside the cafeteria	<ul style="list-style-type: none">• Actively participate in all classroom activities, discussions and focus on completing assignments	<ul style="list-style-type: none">• Eyes on your own stall	<ul style="list-style-type: none">• Be aware of safety rules
----------------	---	--	---	--	--

Appendix 4

STUDENT DISCIPLINE CHECKLIST

TEACHER: _____

Student's Name: _____ **HOME PHONE:** _____

HOMEROOM TEACHER _____ **GRADE** _____

QUARTER: _____ **1** _____ **2** _____ **3** _____ **4**

.....

<u>DATE</u>	<u>INTERVENTION</u>	<u>STUDENT'S</u>	<u>SIGNATURE</u>
_____	<u>First Warning</u>	_____	_____
_____	<u>Second Warning</u>	_____	_____
_____	<u>Seating change</u>	_____	_____
_____	<u>Silent Lunch</u>	_____	_____
_____	<u>Parent Contact</u>	_____	_____

Phone _____
Personal _____

_____ Detention _____

_____ REFERRAL _____

Appendix 5

LILBURN MIDDLE SCHOOL
4994 LAWRENCEVILLE HIGHWAY, LILBURN, GEORGIA 30047
PHONE: (770) 921-1776
FAX: (770) 806-3866



J. ALVIN WILBANKS
CEO/SUPERINTENDENT

DR. GENE TAYLOR
Principal

Academy Administrators
JEREMIAH BUNDRAGE
CECILIA A. CARMICHAEL
CHRISTOPHER E. CARTER
STEVEN D. EDWARDS
PHYLLIS OWEN

Date:

Dear Parent/Guardian,

Lilburn Middle School will be holding a Student Support Team (SST) meeting for your child _____ on _____ at _____ in the _____ office and would like to invite you to be present at this meeting. The purpose of the SST meeting is to address any learning and/or behavioral problems your child may be experiencing. The SST will make recommendations for possible solutions to increase your child's success. Please let us know if you can attend this meeting. If you have questions, please call the ___ Grade Academy office at (____)_____

Sincerely,

Please cut and return this bottom part with your signature or call _____ to confirm.

Date _____ Student Name _____

_____ I will be attending the SST meeting

_____ I will not be attending the SST meeting, but understand that a committee member will notify me of the decision

Parent/Guardian Signature

Appendix 6



**STUDENT ATTENDANCE INTERVENTION
DOCUMENTATION**
Student Attendance Review Committee
School Name: Lilburn Middle School

Meeting #: _____ Date: _____

Student Name: _____ Student I.D. #: _____

Teacher: _____ Grade: _____ Age: _____ Birthdate: _____

DISCUSSION / REVIEW OF INTERVENTIONS:

- Attendance Discussion at class meeting
- Counselor Referral
- Student Attendance Committee Meeting
- Parent Contact via phone / e-mail
- Parent Attendance Letter
- Other: _____

SPECIFIC

NEEDS: _____

ATTENDANCE RECOMMENDATIONS/INTERVENTIONS:	PERSON RESPONSIBLE/ TITLE:

ATTENDANCE REVIEW MEETING DATE (if needed):

ATTENDANCE COMMITTEE MEMBERS AND TITLES:

Appendix 7

- Students are expected to follow all School Rules as well as the In-School Suspension rules, processes and procedures.
- Each time a student breaks a school or In-School Suspension Rule, the student will be assigned a “strike.”
- After receiving three strikes, the ISS Teacher will e-mail the grade level administrators so they know to assign the student an additional day of ISS.
- If the student continues to receive strikes after being assigned an additional day of ISS, the ISS Teacher is to notify the grade level administrators who may choose to suspend the student from school.
- If at any time a student’s behavior disrupts the ISS program, the ISS Teacher is to call for an administrator who will assign the student additional consequences.
- **Students are to arrive to ISS no later than 9:15 AM on the day the student is to serve—NOT to Homeroom, ELT or Advisement.**
- **Once students report to ISS, they are NOT to leave except for scheduled restroom breaks or with an administrator or another school employee. (If work has not been provided for the student, the ISS Teacher is to assign alternative work to the student and call for an administrator to gather work for the student. THE STUDENT IS NOT TO LEAVE ISS TO COLLECT WORK.)**
- **Students are to be dismissed from ISS to busses at the end of the day. They do NOT go back to their Homeroom at the end of the day.**
- **Students are to come rested and prepared to complete school assignments in ISS, including bringing all of their textbooks, paper, pencils, pens, and other necessary materials.**
- **Students must notify the ISS Teacher (in the early morning) of any prescribed medication they need to take.**
- Each student will review and sign a copy of the ISS Processes, Procedures and Rules and ISS Guidelines that will be given to them by an administrator upon being assigned In-School Suspension.
- **Upon entering the ISS room, students are to become silent, take their assigned seats, and follow the ISS Teacher’s directions.**
- The ISS Teacher will review the ISS Processes, Procedures and Rules at the beginning of each day of ISS. (Students should have no questions about the ISS Processes, Procedures and Rules since these will be reviewed with the students by the grade level administrator.)
- The ISS Teacher will record the student's bus number each morning next to his or her name and verify that the student's bus has been called before releasing the students to the bus lane.

- **At no time should students communicate verbally or non-verbally while in ISS unless the ISS Teacher has given them permission to do so.**
- **At no time are students to get out of their seats unless directed to do so by the ISS Teacher or another school employee. Each student will sign a copy of the rules to be kept in a file folder.**
- **Students are to complete ALL work INDEPENDENTLY and SILENTLY while in ISS. Failure to do so will result in additional consequences and possible suspension from school. (The ISS Teacher is to monitor student work completion by periodically walking around the room and conducting “work checks.” If the quality of their work indicates that students are NOT working productively, they will receive a strike.**
- Students will receive a bag lunch from the cafeteria and eat their lunch in silence without leaving ISS.
- Students are expected to keep their areas neat and clean. Upon taking their seat, students are to identify any graffiti or vandalism and raise their hand to report it to the ISS Teacher. Students’ areas will be checked before bus dismissal and they will be held responsible for any graffiti or vandalism in their area that was not reported.
- ISS will be provided with a set of textbooks for each grade level that will be checked-out to the ISS Teacher. Students are responsible for any damage they may do to textbooks or any other resources and school property being used in ISS.
- The ISS Teacher is to collect all student work, make a final assessment of the quality / completion of their work, and after the final bus dismissal, place it in the assigning teachers’ mailboxes for retrieval.
- Administrators will conduct walk-throughs in ISS to support the ISS Teachers throughout the week.

Appendix 8

ISS Observation Checklist

Teacher's Name: _____

School: **Lilburn Middle School**

1. Physical Setting	U <input type="checkbox"/>	S <input type="checkbox"/>
2. Students engaged	U <input type="checkbox"/>	S <input type="checkbox"/>
3. Students working independently	U <input type="checkbox"/>	S <input type="checkbox"/>
4. Appropriate Behavior	U <input type="checkbox"/>	S <input type="checkbox"/>
5. Promoting Engagement	U <input type="checkbox"/>	S <input type="checkbox"/>
6. Monitoring Progress	U <input type="checkbox"/>	S <input type="checkbox"/>
7. Responding to Student Performance	U <input type="checkbox"/>	S <input type="checkbox"/>
8. Supporting Students	U <input type="checkbox"/>	S <input type="checkbox"/>

- | | | |
|----------------------------|--------------------------|--------------------------|
| 9. Room Condition | U | S |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Structured environment | U | S |
| | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

OBSERVER: _____ DATE: _____

Appendix 9

Lilburn Middle School
Behavioral Correction Plan

Student's Name: **Student #:** **DOB:** **Grade:**

Rationale for Plan:

In accordance with Georgia laws and the policies of GCPS, the above student has been identified as having a chronic behavior problem. This plan will identify specific behavior problems areas, outline interventions, and state what is expected of the student to correct the inappropriate behavior(s). Additional disciplinary consequences for any future violation of local school rules or the Student Conduct Behavior Code will be stated.

Description of Problem Area(s) :

- 1:
- 2:
- 3:

Intervention Recommendations/Strategies:

Person(s) Responsible/Title

- 1. _____
- 2. _____
- 3. _____

Description of Expectations of Student:

- 1:
- 2:
- 3:

Consequences for Inappropriate Behavior:

Consequences listed are for failures to follow GCPS Student Conduct Behavior Code and Local School Rules. If necessary, these consequences may be by-passed and the student will be referred for a Student Disciplinary Hearing, particularly if s/he commits a Level III Rule Violation.

_____ will be placed on a Modified Behavior Contract for the 10-11 SY. The decision to modify the Behavior Contract was based on the following concerns:

- 1. _____ was on a Rule 12 for the 12-13 SY and had significant behavior problems
- 2:

For the 09-10 SY, the following steps will be followed for any Level I or II behaviors.

Referral	Date	Rules	Consequences (ISS or OSS)
#1			
#2			
Rule 12			Rule 12 will be implemented at step number : 2

Once a student is placed on a Rule 12 Notification, any Level II or III Violation would result in a disciplinary hearing.

Student's Signature (Date)

Administrator's Signature (Date)

Parent's Signature (Date)

Appendix 10

Checklist for a Local School Disciplinary Panel Preparation
(Include a copy in Disciplinary Packet for Student Discipline Office only)

Student Name _____

- _____ 1. Student(s) was/were interviewed and/or due processed about incident. Evidence in this case has been collected and all witnesses have been interviewed and selected. Student and staff statements have been taken (if applicable)
- _____ 2. Student(s) is/are receiving ____ regular education or ____ special education services.
- _____ 3. The student(s) has/have been appropriately charged with the correct rule violation(s).
- _____ 4. Rule 12 guidelines/steps (if applicable) have been followed and completed. Copy of Rule 12 and Behavior Contract has been included in panel packet sent to the Office of Student Discipline. (if applicable)
- _____ 5. A list of outstanding textbooks/library materials have been printed from “Textbook Manager” to be given to parent after the hearing.
- _____ 6. Criminal charges (if applicable have been filed through the SRO).
- _____ 7. Parent or guardian was notified.
- _____ 8. A county student disciplinary hearing has been scheduled through the Office of Student Discipline.
- _____ 9. **HS/MS -A Certificate of Non-Compliance** (DMVS Form-Driver’s License) has been completed for submission by the Administrator to Student Discipline **after the hearing** (See TAADRA guidelines).
- _____ 10. Parents have been given information regarding standardized assessments during suspension and while pending any transition to GIVE.
- _____ 11. I have reviewed and signed the official charge letter in this case and will send it, within 2 days after the first day of suspension pending the panel, to the parent or guardian in the following manner (Please circle):
- a. certified & regular mail b. hand delivery c. parent pick-up

I have reviewed the above process and approved the presentation of this case before a County Student Disciplinary Panel.

_____ Date: _____

Principal

I understand it is my responsibility to follow up and facilitate any standardized testing during suspension pending panel or while the student awaits enrollment at GIVE.

Assistant Principal

Date: _____

Appendix 11

Grade 6 CRCT

	2007	2008	2009	2010	2011	2012
English Language Arts	78%	83%	83%	87%	85%	90%
Math	55%	67%	63%	68%	77%	79%
Reading	82%	84%	77%	85%	92%	94%
Science	47%	52%	51%	58%	54%	69%

Grade 7 CRCT

	2007	2008	2009	2010	2011	2012
English Language Arts	79%	80%	85%	89%	94%	96%
Math	66%	77%	84%	85%	88%	95%
Reading	77%	76%	81%	84%	91%	95%
Science	62%	66%	74%	72%	83%	

Grade 8 CRCT

	2007	2008	2009	2010	2011	2012
English Language Arts	78%	81%	85%	81%	90%	98%
Math	78%	71%	63%	61%	77%	86%
Reading	78%	87%	84%	83%	93%	98%
Science	61%	50%	51%	49%	54%	72%

SCHEDULE OF ACTIVITIES OF PROPOSED STUDY

<u>Activities</u>	<u>Dates</u>							
	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>August</u>
1. Identify Problem						X		
2. Collect data to support Problem						X	X	
3. Review student records						X	X	
4. Review literature						X	X	
5. Collect demographic data						X	X	
6. Tabulate data						X	X	X
7. Analyze and Interpret data						X	X	X
9. Prepare report						X	X	X

