

Student Discipline

Public Policy Project

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Internship in School Leadership II, EDL 6984

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March 3, 2019

*Certification of Authorship:* I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I also have cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I certify that this paper was prepared by me specifically for the purpose of this assignment, as directed.

Student's Signature: Sarah Martin



### **Policy Selection**

As all public schools in state of Ohio, the Bucyrus City School District Board of Education has a policy manual containing board policy about various aspects of the schooling experience that should be followed by all students and staff. In review of these various policies, I chose Bucyrus Board Policy number 5600 on Student Discipline as focus for review. (See Appendix A). This policy closely relates to the Policy number 5500 on Student Conduct, and they seem to go hand in hand. (See Appendix B). Both mention the expected behaviors of students and expected corrective disciplinary actions by teachers to assist in the rearing and education of students.

I chose the policy on Student Discipline because there seems to be an obvious disconnect between the policy and actions that actually happen at Bucyrus Elementary. The policy states “The Board of Education acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.” (Bucyrus Board of Education, 2004). Anecdotal data shows that the behavior of students and the lack of consistent implementation by staff has impeded, at least in some circumstances, an orderly school environment.

Discipline in schools can be a complicated and cumbersome task, especially when lacking direction and consistency. At times at Bucyrus Elementary, it seems that we do not take time to deal with behavior issues in a way that will produce corrective action, but rather, we ignore situations or brush them under the rug. Whether this is out of ignorance, not wanting to take time, not knowing how, or just not wanting to deal with how unpleasant it seems, we are doing our students a disservice when not appropriately dealing with the behaviors of students.

“No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it” (Hebrews 12:11, New International Version). While discipline is not easy, we need to focus and take corrective action in this area for the betterment of our students.

### **Policy Research**

All schools have a discipline policy. Bucyrus City School District’s discipline policy is not unlike board policies of many public schools. Discipline policies in all schools have gone through extensive changes over the years to align with expected laws or societal norms. It was common in the past for schools to allow corporal punishment. This method of discipline, though, was outlawed in Ohio public schools in 2009. No school staff members “may inflict or cause to be inflicted corporal punishment as a means of discipline upon a pupil attending such school” (Ohio Revised Code 3319.41, 2009).

Other common type of disciplinary actions for students with severe behaviors who do not conform to school expectations include out-of-school suspensions and expulsions. There is growing concern over methods such as this that remove students from the classroom. It was found that not only do suspensions and expulsions not affect the adverse behavior, but these methods can also be a proponent to additional poor behavior (Hochman & Worner, 1987; Sauter, 2001 as cited by Allman & Slate, 2011). Still, out-of-school suspensions and expulsions remain one of the main types of discipline for students with severe behaviors, not only at Bucyrus Elementary, but in all schools.

This is likely due to the adoption of zero tolerance policies. Zero-tolerance policies allow no variation in consequence for offenses involving topics like weapons and violence. The current Bucyrus City discipline policy was developed in 2004 and contains a zero-tolerance policy. “The Board has zero tolerance of violent, disruptive or inappropriate behavior by its

students” (Bucyrus Board of Education, 2004). Many other public school board policies also contain zero-tolerance policies.

Even so, zero-tolerance policies contain much inflexibility when dealing with students in discipline situations. There has been “ambiguity inherent in zero-tolerance policies” that “fails to take into account the intent of student behaviors and context surrounding behavior incidents” (Verdugo, 2002 as cited by Allman & Slate, 2011). Therefore, society seems to be moving away from policies such as those that contain zero-tolerance to policies that contain restorative justice or positive behavior interventions. In restorative justice, students are taught to take responsibility for their actions, understand the consequences of their actions, and then restore the relationship that was damaged. If using positive behavior interventions, this involves reinforcing positive behaviors through school-wide expectations (Reuters, 2019). While neither of these methods are listed in Bucyrus City Schools Board Policy, I have witnessed inconsistent attempts at both of these methods being used as a means of discipline at Bucyrus Elementary.

There are several administrative regulations for the Bucyrus City School discipline policy. (See Appendix C). These regulations include an outline of guidelines for administrators, teachers, bus drivers, coaches, and advisors. In the guidelines are methods for creating a fair and safe learning environment for students. There are also additional administrative guidelines, although not specifically regarding discipline policy 5600, that deal with school discipline in a more specific way such as how to discipline students with disabilities, exclusion of a student from school, and the use of force. Use of the administrative guidelines help school staff constructively deal with students who have behavioral needs.

There are no exhibits that are specifically aligned to discipline policy 5600, but there are many exhibits that are used to help document multiple related areas. For example, exhibit

5605f1 provides a document to log disciplinary actions for students with disabilities. Also, exhibit 5610f1 is a notification of emergency removal and exhibit 5610f2 is a notice of intent to suspend. (See Appendix D). These exhibits plus multiple others provide means of documentation for disciplinary actions that align with the Bucyrus City Schools policies on discipline.

### **Gap Analysis of Policy Implementation**

There seems to be an evident gap between what is stated about student discipline in the Bucyrus City Schools board policy and the actual implementation of student discipline. In order to complete a gap analysis of the gap that exists in the Student Discipline Policy, I completed several tasks. The first was to gather a compilation of discipline data that has been logged throughout the school year on PowerSchool, the district's attendance and grading system. This data showed all of the students who had been written up on an incident report, what offense had been committed, and if any disciplinary action had been taken.

When I analyzed this data, I discovered one of the major gaps was in the recording of student discipline. What I found was that if a teacher had not logged the student behavior on an incident report, the student's behavior was likely not logged into the PowerSchool system. Even if the teacher had taken a student directly to the office or had called the office regarding a student's behavior, the student's behavior was not logged into the PowerSchool system. Therefore, the amount of logged disciplinary actions were not always accurate. For example, a student who has had multiple disciplinary offenses within the last month only had three minor offenses logged from beginning of the year. Because the student was simply taken to the office, but the behavior was not formally documented on an incident report for the most recent offenses, the offenses were not logged into PowerSchool. This not only provides inaccurate information,

it is also concerning when multiple principals deal with discipline throughout the building.

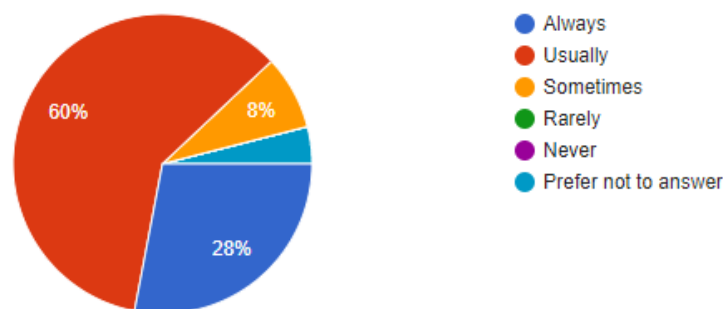
When one principal normally deals with a particular student, he would know what situations have occurred, but when another principal deals with the same student and not all the behavior offenses were logged, he may not be able to determine the true extent of the student's behavior.

Additionally, this lack of logging student discipline shows a larger problem with staff communication. Through speaking with staff, I determined that most teachers were unaware that if they did not write student offenses on incident report forms, then these offenses were not logged. They assumed that if a teacher took a student to the office or called the office about the behavior, then the behavior was logged, but this is not the case. In fact, very little formal guidance has been given about disciplinary procedures in general.

Another task that I performed to assess the gap in implementation of student discipline was to administer a Likert-style staff survey. (See Appendix E). This survey revealed many interesting opinions. One major commonality was that teachers felt that consistency in their own classroom discipline was good to excellent, but that discipline from other teachers was not as consistent, and discipline from the principals was very inconsistent.

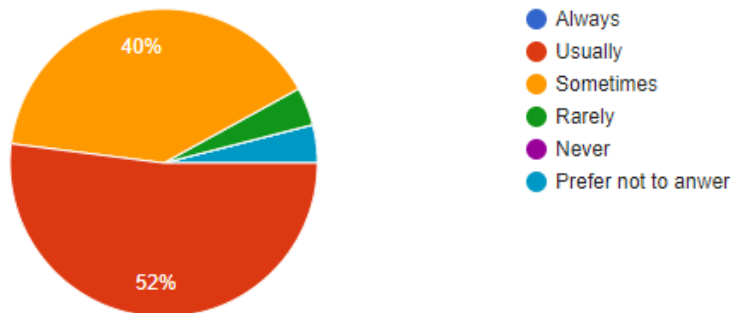
#### 4. I am consistent in discipline within my classroom.

25 responses



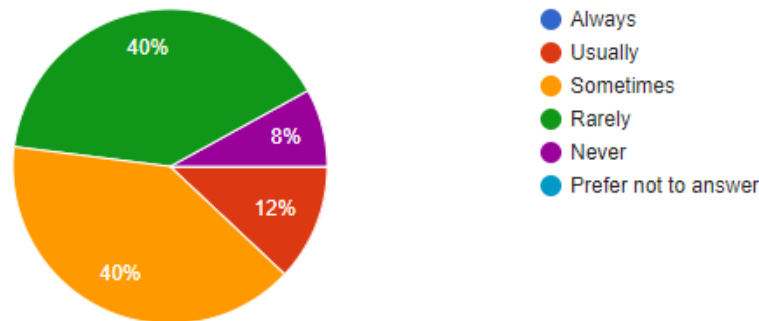
#### 4. Teachers are consistent in discipline within their classrooms.

25 responses



#### 4. Each administrator is consistent in his discipline.

25 responses



This shows a general lack of consistency in the discipline system throughout the building. It also brings to light that perhaps teachers are less self-critical than they are of others. Many think their own discipline is top-notch, but this does not reflect in the responses of others. This shows a need for teachers to reflect on their practices and for the implementation of consistent practices within the building.

The final task I performed to assess the gap in discipline in the school and board policy was speaking with administrators about the current state of discipline at Bucyrus Elementary School. The three administrators in the building share the handling of discipline. As the data



from the above teacher survey shows, teachers feel the administrators are inconsistent. After speaking with the administrators, this seems to be accurate from their perception also.

“Yes, discipline is an issue for the three of us and the staff. We do not have a clearly defined system. We have a code of conduct, but that is not a system of discipline. It is a list of "do nots" with a possible discretionary choice for consequence. We do not define anything the same way, we do not utilize a common vocabulary, we do not have common expectations. All of these things should exist building-wide. The system must include what we do to change the misbehaviors or mistakes children make. We have developed this academically but have not addressed it behaviorally. Like academics, students must also be taught behaviors and this is time consuming but also must be just as prescriptive as choosing the standards for your content areas and various strategies for meeting a specific level of performance. This also does not come easily but we will not see change here until we do this, and I feel strongly about that. Until then, we will all muddle around and experience frustration and very little gain in improving this situation” (T. M. Wallace, personal communication, February 20, 2019).

It is clear that consistency in discipline across the building is an area of concern for most involved and is an area that needs addressed in a comprehensive way.

### **Action Plan to Address the Policy Implementation Gap**

In order to help close the gap in implementation and to decrease the inconsistency of discipline at Bucyrus Elementary School, I have created an action plan. (See Figure 1). This plan is comprehensive and, to be implemented correctly, will take time and resources. Every staff member in the school will be involved in the process and the implementation. This will provide a route to help with consistency and fidelity of implementation.

The first step in the action plan will be to use shared leadership by creating a discipline committee. This committee will be responsible for gathering staff ideas and opinions to create discipline policies and procedures such as a school-wide behavior matrix and a method of logging behavior data. The committee will also be responsible for planning professional development in needed areas regarding these policies and procedures.

With the inconsistency and dysfunction of the way discipline currently occurs at Bucyrus Elementary, it is necessary to go back to the basics and start over. This plan takes the staff back to the beginning of a discipline plan and allows a new effective discipline system to be built from the ground up. With all staff being involved and the discipline system being communicated consistently to all staff, it will allow for much more effective and efficient discipline plan.

Additionally, the action plan provides for dealing with student behaviors in a more positive way. The plan includes the development of positive behavior interventions and restorative discipline along with training for teachers on effective methods of classroom engagement, as well as working with students of trauma. These methods of positive discipline will help us to be able to teach students to learn from their mistakes to restore relationships. It will also give us tools to teach positive behaviors to students in a way that will be lasting and meaningful.

## Bucyrus Elementary Discipline Action Plan

Action Steps	Strategies	Who	When	Gap to be Addressed
Establish a Discipline Committee.	<ul style="list-style-type: none"> <li>Review current discipline procedures.</li> <li>Determine areas of strength.</li> <li>Determine areas of improvement.</li> <li>Take part in tasks of developing needed improvements.</li> </ul>	--Principals --Volunteer staff or select members of staff	Spring 2019	N/A
Develop a school wide behavior matrix.	<ul style="list-style-type: none"> <li>Determine broad areas of behavioral importance (Be Respectful, Be Responsible, etc. or the Leader in Me 7 Habits could be used)</li> <li>Determine areas of the building where these behaviors are important.</li> <li>Within each of these areas, determine specific behaviors that demonstrate the broader behaviors from above (Being respectful in the hallway means students will walk quietly in a single-file line with their hands at their sides.) See the following link as an example. <a href="https://schoolturnaroundsupport.org/sites/default/files/resources/1226_me_mat_matrix.pdf">https://schoolturnaroundsupport.org/sites/default/files/resources/1226_me_mat_matrix.pdf</a></li> <li>State expectations positively and in a universal way for all to understand.</li> <li>Create an engaging display for this matrix. Matrix should be displayed in all areas of the school—all classrooms, hallway, cafeteria, auditorium, etc.</li> </ul>	--Principals --Discipline Committee	Summer 2019-By August	Consistency in behavior expectations throughout the school
Provide PD to staff regarding methods of explicitly teaching behaviors.	<ul style="list-style-type: none"> <li>Prior to the start of the year, model methods for explicitly teaching appropriate behaviors.</li> <li>Walk teachers through different areas of the school modeling explicit teaching of behaviors in each area.</li> <li>Model how to use “Teach-to’s” to show students expected behavior.</li> <li>Provide videos like this one of teachers explicitly teaching behaviors: <a href="https://explicitinstruction.org/video-elementary/elementary-video-4/">https://explicitinstruction.org/video-elementary/elementary-video-4/</a></li> </ul>	--Principals --Discipline Committee		Consistency in behavior expectations throughout the school

Explicitly teach each behavioral expectation.	<ul style="list-style-type: none"> <li>• Have a school-wide assembly at the beginning of the year to introduce these behavioral expectations.</li> <li>• Teachers and staff frontload these behavioral expectations through explicit teaching and modeling for the first 2 weeks of schools.</li> <li>• Divide the building into areas where “Teach-to’s” will take place. Teachers take their classes to these different areas and model expected behavior.</li> <li>• Teachers implement with fidelity, practice, and review the expectations with students as needed (weekly, daily, etc.).</li> </ul>	--Principals --Teachers --All staff		Consistency in behavior expectations throughout the school
Provide school wide PD on Engaging Classroom Environments.	<ul style="list-style-type: none"> <li>• Provide strategies for teachers to promote learning in their classrooms. More engagement will result in fewer behavior problems.</li> <li>• Create a display of the characteristics of an engaging classroom environment (looks like, sounds like, etc.). Also, create a display for the characteristics of an engaged student.</li> <li>• Continue engaging the in the Leader in Me Initiative.</li> <li>• Develop teacher understanding of building a positive learning culture.</li> <li>• Consider Whole Brain Teaching as in this example vocabulary lesson. <a href="https://www.youtube.com/watch?v=yxC6EpePnH4">https://www.youtube.com/watch?v=yxC6EpePnH4</a></li> </ul>	--Principals --Discipline Committee	Staff PD Day in August	Consistency in preventative behavior measures
Develop systematic steps of positive behavior support.	<ul style="list-style-type: none"> <li>• Research positive behavior methods.</li> <li>• Determine what attributes would be the best fit for our students.</li> <li>• Create a separate action plan for implementing these steps.</li> <li>• Recruit members to be on committee for positive behavior.</li> </ul>	--Principals --Discipline Committee	Introduced Fall 2019	Consistency in preventative behavior measures
Develop systematic steps to implement restorative justice.	<ul style="list-style-type: none"> <li>• Research Restorative Justice</li> <li>• Determine ways to facilitate the use of restorative justice.</li> <li>• Create a separate action plan for implementing these steps.</li> <li>• Recruit members to be on committee for positive behavior.</li> </ul>	--Principals --Discipline Committee	Introduced Fall 2019	Consistency in preventative behavior measures
Develop a school wide set of steps to log behavior data and how this data will be used in determining the next steps of a behavior plan, as in a progressive discipline plan.	<ul style="list-style-type: none"> <li>• View and analyze discipline data from PowerSchool.</li> <li>• Determine strengths and weaknesses.</li> <li>• Review survey of teacher data from discipline survey.</li> <li>• Research methods for logging behaviors.</li> <li>• Research progressive discipline plans.</li> <li>• Determine attributes of these tasks and programs that will bet fit our students.</li> <li>• Consider how the process will flow from teacher to administrator. The following is an example.</li> </ul>	--Principals --Discipline Committee	Summer 2019	Consistency in logging behavior data

	<a href="https://w3.lisd.org/Assets/lisd/pdfs/%E2%80%94Elementary%20Discipline%20Plan.pdf">https://w3.lisd.org/Assets/lisd/pdfs/%E2%80%94Elementary%20Discipline%20Plan.pdf</a> <ul style="list-style-type: none"> <li>• Differentiate between a major behavioral offense as opposed to a minor behavioral offense in a behavior plan.</li> <li>• Develop a plan for administrators to report information back to teachers as to what has happened when students are referred to the office.</li> </ul>			
Provide school wide PD on the use of behavior data and progressive discipline plans.	<ul style="list-style-type: none"> <li>• Provide information on the importance of data, analysis, and tracking of student behavior and attendance.</li> <li>• Discuss the factors in determining if a behavioral offense is minor or major.</li> <li>• Demonstrate how to log behavior properly and how to initiate the progressive discipline plan.</li> </ul>	--Principals --Discipline Committee	Staff PD Day in August	Consistency in logging behavior data
Provide PD refreshers on Trauma Informed Care and strategies teachers can use with children of trauma.	<ul style="list-style-type: none"> <li>• Continue to educate the staff about students with trauma.</li> <li>• Provide resources for teachers to be able to deal with these students.</li> <li>• Offer care for teachers with secondary trauma.</li> </ul>	--Trauma Informed Care Rep.	Fall 2019	Lack of knowledge in dealing with students of trauma
Provide PD for teachers on dealing with students with severe behaviors in the general classroom setting.	<ul style="list-style-type: none"> <li>• Provide strategies for teachers to use with students who cause major disruptions to class.</li> <li>• Provide ongoing coaching by behavioral specialists for teachers who need support.</li> </ul>	--Behavioral Specialists	Fall 2019	Lack of knowledge in dealing with students with behavioral issues
Provide appropriate support to teachers when they have tried suggested methods but students still do not comply.	<ul style="list-style-type: none"> <li>• Provide a classroom for students with severe behaviors.</li> <li>• Provide an In-School Detention Room for students as an alternative to emergency removal or out-of-school suspension.</li> <li>• Remove students from class when disruptive.</li> </ul>	--Administration	For 2019-20 school year	Feelings of lack of support in behavior measures.
Monitor fidelity of implementation.	<ul style="list-style-type: none"> <li>• Review major and minor incident reports.</li> <li>• Review any other behavior data that was logged.</li> <li>• Use anecdotal data to determine how implementation is going.</li> <li>• Provide continued PD as needed.</li> </ul>	--Principals --Discipline Committee	Quarterly or Monthly	N/A

Figure 1

### **Project Reflection**

With any new initiative, there are always barriers. One of the largest barriers of implementing this discipline action plan is that of staff buy-in. Discipline at Bucyrus Elementary has been dysfunctional for so long that it may be difficult for some people to take any new attempts at rectifying it seriously. This can be offset by using shared leadership. This will be spearheaded by having a discipline committee made up of teachers and staff, but this committee can gather information, ideas, and opinions from the rest of the staff. By having a say in the plans that are developed, they will be more vested in not only the process, but also the product. Additionally, by spending adequate time in the development of the plans and procedures, a quality product will be the outcome. This, in itself, will help with staff buy-in. When the staff see that the procedures make a difference in discipline, this will reinforce the validity of the procedures and the work that they did.

The general role of the administrator in implementing board policy is to create or oversee the creation of procedures and protocols to ensure that the policies can be followed and carried out. “Principals establish procedures for conducting activities in their individual schools within the larger framework of district regulations and board policies” (Ohio School Boards Association, 2013, para. 8). Principals should be straightforward when leading the staff and make following the board policy uncomplicated and desirable. Staff should be involved in the process, so the principal needs to set up a situation that allows the staff to feel as though their work and opinions are valued. This is the goal in the action plan I designed for the discipline policy at Bucyrus Elementary. I want the staff feel involved and be a true part of correcting the current discipline situation so that the board policy can be accurately followed.

When working on this project, I enjoyed taking on the role of principal in a building, and it taught me a great deal. One of the most interesting things I learned is that even administrators and teachers know that something is not working well, such as our discipline system, there are not necessarily actions taken to correct the situation. This should be the job of the principal, but there needs to be a drive to make it happen. Another thing I learned is that there are many facets that go into developing an action plan such as this. I found that the best way to develop the plan was to look at what I wanted in the end and then go back and make a sequential step-by-step plan starting at the beginning. I think that if the plan I designed is followed, it could truly help the discipline situation in our school.

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## Appendix A

### 5600 - STUDENT DISCIPLINE

The Board of Education acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. The Board has zero tolerance of violent, disruptive or inappropriate behavior by its students.

The Board shall require each student of this District to adhere to the Student Code of Conduct/Student Discipline Code adopted by the Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.

The Student Code of Conduct/Student Discipline Code designates sanctions for the infractions of rules, excluding corporal punishment, which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for his/her actions;
- C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Students may be prohibited by authorized school personnel from participating in all or part of co-curricular and/or extra-curricular activities without further notice, hearing or appeal rights. A student who has been disorderly on a school bus may be suspended from transportation services consistent with Board policy and the Student Code of Conduct/Student Discipline Code.

The Superintendent shall publish to all students and their parents the rules of this District regarding student conduct and the sanctions which may be imposed for breach of those rules.

The Superintendent shall inform the Board periodically of the methods of discipline imposed by this District and the incidence of student misconduct in such degree of specificity as shall be required by the Board.

The Superintendent, principals, and other administrators shall have the authority to assign discipline to students, subject to the Student Code of Conduct/Student Discipline Code and, where required by law, to the student's due process right to notice, hearing, and appeal.

Teachers, school bus drivers, and other employees of this Board having authority over students may take such action as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Discipline on Board vehicles shall be the responsibility of the driver on regular bus runs. When Board vehicles are used for field trips and other Board activities, the teacher, coach, advisor, or other Board employee shall be responsible for student discipline. If a student becomes a serious discipline problem on a vehicle, the Superintendent and/or his/her designee may suspend the transportation privileges of the student providing such suspension conforms with due process. The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Board Policy 5611 – Due Process Rights.

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained. If a parent cannot be contacted, the student should be detained on another day.

**Appendix B****5500 - STUDENT CONDUCT**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. The Board has zero tolerance of violent, disruptive, or inappropriate behavior by its students.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District. It is the responsibility of students, teachers and administrators to maintain a classroom environment that:

- A. allows teachers to communicate effectively with all students in the class;
- B. allows all students in the class the opportunity to learn;
- C. has consequences that are fair, and developmentally appropriate;
- D. considers the student and the circumstances of the situation; and
- E. enforces the student Code of Conduct/Student Discipline Code accordingly.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Student conduct shall be governed by the rules and provisions of the Student Code of Conduct/Student Discipline Code. This Code of Conduct/Student Discipline Code shall be reviewed annually.

## Appendix C

### 5600A - STUDENT DISCIPLINE

#### Conduct in School and at School-Sponsored Activities

##### Guidelines for District and Building Administrators

The administration shall take a collaborative approach in the establishment and maintenance of appropriate discipline in the school and in the enforcement of the Code of Conduct/Student Discipline Code.

Each principal shall, before the end of the preceding school year, review the Code of Conduct/Student Discipline Code and make any needed changes or additions. The committee should also establish a plan whereby the Code of Conduct/Student Discipline Code will be reviewed with all members of the staff, expectations established by it will be clarified as needed, and a common approach for supervising and disciplining students will be agreed upon.

Each principal should also:

- A. give priority to counseling with any teacher on a disciplinary situation when requested;
- B. in collaboration with teachers, plan and conduct necessary in-service activities on classroom management, discipline procedures, follow-up, and any other strategies which will help the staff use effective discipline;
- C. provide for supervision for all school-sponsored activities;
- D. refer any parent concerns about student conduct and discipline to the appropriate teacher as the first step in resolving the situation;
- E. post a copy of the Code of Conduct/Student Discipline Code which includes information on prohibition from extra-curricular activities and suspension from bus/vehicle riding privileges in a central location in the building.

A copy of the aforementioned plans and proposed in-service activities and all subsequent revisions to each should be sent to the Superintendent for review and approval as they are completed. They should be submitted for approval and modification prior to the start of each school year.

##### Guidelines for Teachers

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit "good" behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

- A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.
- B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate and encourage application of thought, and require the active participation of the students. Long and frequent activities of data-gathering through lectures, readings, film, etc. without planned opportunities for students to process and apply the information can lead to boredom and indifference - a seedbed for discipline problems.
- C. Help set the tone for good discipline by modeling the behaviors expected of students.
- D. Inform students of the high expectations regarding discipline and persist in their fulfillment.
- E. Initiate parental contact where appropriate and necessary.
- F. Support District and building administrators in disciplinary matters.

#### Conduct on the Bus or Other District Vehicles

The Transportation Supervisor shall take a collaborative approach in the establishment and maintenance of appropriate discipline on the bus or other district vehicles and in the enforcement of the Bus Rules as well as the Code of Conduct/Student Discipline Code.

The Transportation Supervisor shall before the end of the preceding school year review the Bus Rules and make any needed changes or additions. The committee should also establish a plan whereby the Bus Rules as well as the Student Code of Conduct/Student Discipline Code will be reviewed with all drivers, the expectations established by the rules, conduct code, and discipline code will be clarified as needed, and a common approach for supervising and disciplining students will be agreed upon.

The principal/Transportation Supervisor should also:

- A. give priority to counseling with any driver on a disciplinary situation when requested;
- B. in collaboration with the drivers, plan and conduct in-service activities on student management, discipline procedures, follow-up, and any other strategies which will help the drivers use effective discipline on their bus.

A copy of the aforementioned plans and proposed in-service activities and all subsequent revisions to each should be sent to the Superintendent for review and approval as they are completed. They should be submitted for approval and modification prior to the start of each school year.

#### **Guidelines for Drivers**

Most students will exhibit "good" behavior when they perceive the driver is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

- A. Help set the tone for good discipline by modeling the behaviors expected of students.
- B. Inform students of the high expectations regarding discipline and persist in their fulfillment.
- C. Support transportation supervisor and principals in disciplinary matters.

#### **Conduct as a Participant in a Co-Curricular/Extra-Curricular Activity**

##### **Guidelines for Advisors/Coaches**

The advisor/coach shall be responsible for establishing and maintaining appropriate discipline for the participants in the activity and for enforcing the Code of Conduct/School Discipline Code and Bus Rules, when appropriate in accordance with the following guidelines.

Each coach/advisor shall:

- A. establish and publish rules for his/her activity;
- B. inform the student participants of the rules established for the activity and the consequences should they not follow them;
- C. schedule a meeting with parents of participants to review the rules established for and inform them of the consequences if the participants do not follow them;
- D. initiate parental contact where appropriate and necessary;
- E. support District and building administrators, the Athletic Director, and/or the Transportation Supervisor in disciplinary matters affecting participants in his/her activity.

### Appendix D

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Bucyrus City School District

LOG OF DISCIPLINARY ACTIONS – STUDENT WITH DISABILITY

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of Most Recent MFE/ETR: \_\_\_\_\_ Effective Dates of Current IEP: \_\_\_\_\_

Date of Most Recent Functional Behavior Assessment (FBA) (if applicable): \_\_\_\_\_

Date of Most Recent Behavior Intervention Plan (BIP) (if applicable): \_\_\_\_\_

DATE OF DISCIPLINARY EVENT/CONDUCT	NATURE OF DISCIPLINARY EVENT/CONDUCT (include reference to violated provisions of Student Code of Conduct)	SPECIAL CIRCUMSTANCES			WAS STUDENT REMOVED FROM HIS/HER CURRENT EDUCATIONAL PLACEMENT? Y/N If Yes		DID A FBA OCCUR? Y/N	WAS A BIP DEVELOPED OR REVISED? Y/N	TOTAL # OF DAYS STUDENT HAS BEEN REMOVED THIS SCHOOL YEAR
		Weapons	Alcohol/Drugs	Serious Bodily Injury	Date(s) of removal	# of day(s) removed			

**Bucyrus City School District**

**NOTIFICATION OF EMERGENCY REMOVAL**

NAME OF STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_

TIME: \_\_\_\_\_ DATE: \_\_\_\_\_

REASON FOR THE REMOVAL:

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

METHOD OF REMOVAL:

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

TO WHOM WAS CUSTODY GIVEN:

\_\_\_\_\_

\_\_\_\_\_  
Signature

Bucyrus City School District

NOTICE OF INTENT TO SUSPEND  
(To Student)

Name of Student \_\_\_\_\_ Date: \_\_\_\_\_

Address \_\_\_\_\_ Grade \_\_\_\_\_

Parent, Guardian, or Custodian \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

This notice will inform you that you may be suspended from school pursuant to R.C. 3313.66(A). Suspension from school means that, while you are suspended, you are not allowed to come to school, attend classes or extra-curricular activities, or otherwise participate in other school-related activities. The reason(s) you may be suspended from school is/are as follows:

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

in violation of \_\_\_\_\_ (paragraph/section) of the Code of Student Conduct.

This is also to notify you that the Superintendent may seek to permanently exclude you if you are convicted of, or adjudicated a delinquent child for, a violation listed in R.C. 3313.662(A), and if you were sixteen (16) years of age or older at the time of such violation.

You have the opportunity to meet with the appropriate school official (Superintendent, Principal or Other Administrator) at an informal hearing to challenge the reason(s) for the intended suspension, or otherwise explain your actions.

\_\_\_\_\_  
Superintendent, Principal, or other Administrator

I hereby acknowledge receipt of this Notice of Intent to Suspend, and if age eighteen (18) or older, I consent to notification of my parent, guardian, or custodian.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Appendix E

### Staff Survey-Student Discipline at BES

**Likert Scale-Style Questions**

**Questions Regarding Teacher Beliefs**

1. The best discipline is self-imposed.
2. Students should learn to assume responsibility for their own behavior and the consequences of their actions.
3. Students should conform to reasonable standards of socially acceptable behavior.
4. Students should respect the person and property of others.
5. Students should obey constituted authority and respond to those in authority.
6. It is partially the responsibility of the teachers to maintain a classroom environment that allows teachers to communicate effectively with the class.
7. It is partially the responsibility of the students to maintain a classroom environment that allows teachers to communicate effectively with the class.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
----------------	-------	---------	----------	-------------------	----------------------



- |   |                |       |         |          |                   |                      |
|---|----------------|-------|---------|----------|-------------------|----------------------|
| 8. It is partially the responsibility of the <i>administrators</i> to maintain a classroom environment that allows teachers to communicate effectively with the class.      | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |
| 9. It is partially the responsibility of the <i>students</i> to maintain a classroom environment that allows all students in the class the opportunity to learn.            | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |
| 10. It is partially the responsibility of the <i>teachers</i> to maintain a classroom environment that allows all the students in the class the opportunity to learn.       | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |
| 11. It is partially the responsibility of the <i>administrators</i> to maintain a classroom environment that allows all the students in the class the opportunity to learn. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |
| 12. Consequences should be fair and developmentally appropriate.  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |
| 13. The student and the circumstances of the situation should be considered when imposing discipline.   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |
| 14. All students can respond to discipline, no matter their home life or economic status.   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Prefer Not to answer |

15.Sanctions for the infractions of rules should help the student take responsibility for his/her actions.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
16.School-wide discipline systems provide consistency.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
17.PBIS (Positive Behavior Intervention and Support) is helpful in student behavior plans.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
18.Tier 3 is the most impactful tier of PBIS.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
19.Leader In Me Positively impacts student behavior.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer Not to answer
<b>Questions Regarding Student Actions</b>						
1. Students impose self-discipline.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
2. Students regulate their own behavior.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
3. Students are able to retain what has been told to them about expected behavior.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
4. Students are able to demonstrate what has been told to them about expected behavior.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
5. Students have the stamina to continue to follow directives for a length of time.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer

6. Students assume responsibility for their own behavior and consequences of their actions.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
7. Students conform to reasonable standards of socially acceptable behavior.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
8. Students respect the person and property of others.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
9. Students obey constituted authority and respond to those in authority.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
10. Students allow teachers to communicate effectively with the class.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
11. Students allow other students in the class the opportunity to learn.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
<b>Questions Regarding Teacher Actions</b>						
1. Teachers are able to communicate effectively with the class.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
2. Teachers are able to maintain classes where all students have the opportunity to learn.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
3. Teachers hold high behavioral expectations for all students.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
4. Teachers are consistent in discipline within their classrooms.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer

5. Teachers are consistent in discipline in other areas of the building.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
6. Teachers take responsibility for ensuring their students follow expectations.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
7. Teachers impose consequences that are fair and developmentally appropriate.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
8. Teachers consider the student and circumstances of the situation when imposing discipline.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
9. Teachers include positive behavior interventions in their discipline plan.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
10. Teachers are confident in and consistently implement the Leader In Me Initiative.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
<b>Questions Regarding Administrator Actions</b>						
1. Administrators hold high expectations for all students.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
2. Administrators help teachers in maintaining classroom environments that allow teachers to communicate effectively with the class.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
3. Administrators help teachers in maintaining classroom environments that allow all students in the class the opportunity to learn.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
4. Each administrator is consistent in his discipline.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
5. All administrators are consistent in their discipline building wide.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
6. Administrators impose consequences that are developmentally appropriate.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
7. Administrators consider the student and circumstances of the situation when imposing discipline.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
8. Administrators include positive behavior interventions in their discipline methods.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
<b>Questions Regarding Building-Wide Behavior</b>						
1. Leader In Me is effectively implemented building-wide.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
2. PBIS is effectively implemented building-wide.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
<b>Questions Regarding Self Behavior</b>						
1. I confidently understand PBIS and implement it as prescribed.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
2. I confidently understand Leader In Me and implement it as prescribed.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer

3. I hold high behavioral expectations for all students.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
4. I am consistent in discipline within my classroom.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
5. I am consistent in discipline in other areas of the building.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
6. I take responsibility for ensuring my students follow expectations.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
7. I impose consequences that are fair and developmentally appropriate.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer
8. I consider the student and the circumstances of the situation when imposing discipline.	Always	Usually	Sometimes	Rarely	Never	Prefer Not to answer