

SAN DIEGO CITY SCHOOLS

ELEMENTARY SCHOOLS DIVISION

Outline for Site Plan for School-Level Discipline and Attendance Policies and Procedures

August 9, 1979

BOARD OF EDUCATION DISTRICT DISCIPLINE POLICY: (see Attachment A)

COMMUNICATION WITH PARENTS

Each Elementary School will have a site plan developed with input from all segments of the school community. This plan will be reviewed, revised, and reinforced yearly. The site plan should address the following areas:

- I. Statement of Site Philosophy: (see Attachment B)
- II. Statement of Responsibilities for: (see Attachments A & B)
 - A. Parent
 - B. Student
 - C. School Personnel
- III. Site Policies, Procedures, and Consequences Applicable to the following Unacceptable Behaviors: (see Attachments A & C)

| | |
|--------------------------|-------------------------|
| A. Drugs on campus | G. Fighting |
| B. Smoking on campus | H. Defiance |
| C. Vandalism | I. Profanity |
| D. Theft | J. Loitering |
| E. Assault | K. Student dress |
| F. Possession of weapons | L. Classroom disruption |
- IV. Attendance Policies and Procedures: (see Attachments B & C)
 - A. Tardies
 - B. Truancies

COMMUNICATION WITH STAFF

It is necessary to involve the total staff in the development and implementation of the site plan. Areas covered should include:

- I. Classroom Management and Expected Classroom Behavior: (see Attachments B, C, D, & E)
- II. Sequence of Steps for Site Handling of Discipline and Attendance Problems: (see Attachments B, C, D, & E)
- III. Site Alternatives to Suspension for Treating Behavior Problems: (see Attachments B, C, D, & E)
- IV. Monitoring and Evaluation: (see Attachment C)

- Attch: A - District Discipline pamphlet
 B - Model Site Plan for Discipline and Attendance Policies and Procedures
 C - Letter to Parents
 D - Positive Student Behavior Development Plan
 E - Teachers Handbook Enclosure "Sequence of Steps in Handling Discipline"

ATTACHMENT B

DRAFT

SAN DIEGO STATE UNIVERSITY
SAN DIEGO CITY SCHOOLS

MODEL SITE PLAN

ELEMENTARY SCHOOLS

DISCIPLINE and ATTENDANCE

POLICIES and PROCEDURES



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- I INTRODUCTION AND STATEMENT OF POLICY
- II EXPECTED BEHAVIOR
 - to and from school
 - in the classroom
 - during assemblies and field trips
 - in the cafeteria and lunch arbor
 - on the playground
 - general rules
- III GENERAL PROCEDURE FOR RESOLVING
BEHAVIOR PROBLEMS

SECTION I

INTRODUCTION

AND

STATEMENT OF POLICY

Dear Parents,

Discipline is an important part of growing up and living in the adult world. A school depends on children to act with consideration for others, resulting in good for all. Parents, students, and school personnel must work together to guarantee a good program of school citizenship.

PARENTS are expected to cooperate and support the school personnel in maintaining and encouraging proper standards for their children.

STUDENTS are expected to comply with the regulations, pursue the required course of study, and obey school personnel.

SCHOOL PERSONNEL establish and maintain the standards of pupil behavior needed to achieve a functional learning atmosphere.

It is our hope that this Discipline Policy will prove a useful tool in the hands of parents and school personnel in the instruction of pupils as they participate in school activities.

Sincerely,

Principal

I NOTICE
SECTION II

EXPECTED BEHAVIOR
OF PUPILS

Behavior to and from school:

Pupils should -

...Observe safety rules by crossing at crosswalks, walking across streets, being courteous toward drivers, and observing and obeying the Safety Patrol.

...Arrive at school at the appropriate time; go to designated areas and remain away from classrooms and halls.

Tardiness: School begins at 8:30 a.m. Children are to line up in their designated area when the bell rings at 8:25 a.m. Tardy pupils will be disciplined as follows:

First offense and second offense - verbal warning

Third offense - teacher will call parent

Fourth offense - refer to counselor

Fifth offense - refer to principal

Sixth offense - refer to principal
(letter sent home)

...Observe bicycle safety rules by keeping their bicycles in good condition, permitting only one (1) rider per bicycle and walking their bicycles on and off the playground. (Only third through sixth graders ride bicycles to school.)

...Wait away from classrooms after school in order to meet others with whom they walk home.

- ...Leave the school grounds in an orderly manner and be courteous to others.
- ...Observe bus safety rules by showing courtesy toward others on the bus and while waiting for the bus.

General Classroom Rules

In addition to standards of individual teachers, every child:

- ...will line up quietly.
- ...will show respect for his/her classmates and school personnel.
- ...will raise his/her hand before speaking.
- ...will be expected to follow directions.
- ...will follow general school rules.
- ...will be expected to complete his/her daily assignments.

Behavior During Assemblies and Field Trips

Pupils should -

- ...practice good behavior.
- ...listen for directions.
- ...be courteous to performers and others at all times.
- ...listen attentively without disturbing others.

A CHILD IS EXPECTED TO FOLLOW THE ABOVE RULES OR THESE PRIVILEGES WILL BE DENIED!

Behavior on the Playground:

Pupils should -

- ...be courteous and obey all playground supervisors.
- ...use only their own equipment and only in the manner intended.
- ...report any problems to playground supervisor.
- ...play in designated areas.

Behavior While in the Cafeteria and Lunch Arbor:

Pupils should -

- ...walk quietly with teacher to the lunch area.
- ...wait in line politely and quietly for their turn.
- ...hand their money only to the cashier.
- ...be courteous, respectful and polite to the cafeteria staff and helpers.
- ...use good table manners.
- ...respect other people's lunches and not take money or food from anyone.
- ...put straws, paper, and milk cartons inside trash cans.
- ...all food is to be eaten in the lunch arbor or cafeteria area.
- ...leave the lunch table in a quiet, orderly way.
- ...CHILDREN WHO DO NOT OBSERVE CAFETERIA STANDARDS MAY BE ASKED TO EAT AT HOME.

Dear Parents,

SECTION III

Discipline is an essential part of the educational process. The following policies are in effect for all students.

The following policies are in effect for all students. Please discuss these policies with your child and the teacher.

General Rules:

- ...Observe practical safety rules when at the drinking fountains.
- ...Stay out of the building at all times except when in class.
- ...Follow all the safety rules. (Name calling, pushing, threatening and fighting is not acceptable behavior on our playground.)
- ...Line up when the bell rings and walk into class.
- ...Remember that rock and sand throwing are against school rules.
- ...Obtain permission from the teacher or office before leaving the school grounds.
- ...Should not run on sidewalk.
- ...Remain silent and orderly during emergency drills.
- ...Use restrooms properly.
- ...Wear clothing that does not interfere with the educational process (thongs are not permitted).

SECTION III

GENERAL PROCEDURE FOR RESOLVING BEHAVIOR PROBLEMS

I All discipline problems to be resolved should begin with the classroom teacher. The teacher can be made aware of problems through: (1) parents, (2) pupils, (3) aides, or volunteers.

II It is hoped that with the constant interaction between the teacher and the pupil a successful solution can be reached at this point.

III There are times when a specific problem is necessarily referred to other personnel such as nurse, counselor, or psychometrist for additional information that might be related to the cause of the discipline problem.

At this time it might also be necessary to have the pupil join with parent, teacher, administrator, and auxiliary personnel for an Individualized Counseling and Discipline Planning meeting.

IV If all efforts fail and the discipline problems continue to exist, the ultimate disposition must be made by the principal.

COMMUNICATION:

If parent initiates communication, a call may be made to the secretary who will notify the teacher of the parent call and a mutually agreed upon conference may be arranged.

SAN DIEGO CITY SCHOOLS
ELEMENTARY SCHOOLS

DRAFT

Dear Parents,

Discipline is important! Parents, students, and school personnel must work together to guarantee a good program of school citizenship.

The following policies are part of the school's discipline code. You will help your child become a more responsible citizen by reading the following rules. Please sign and return tear-off sheet after reading.

Sincerely,

Principal

TARDINESS: School begins at 8:30 a.m. Children are to line up in their designated area when the bell rings at 8:25 a.m. Tardy pupils will be disciplined as follows:

- First offense and second offense - verbal warning
- Third offense - teacher will call parent
- Fourth offense - refer to counselor
- Fifth offense - refer to principal
- Sixth offense - refer to principal (letter sent home)

TRUANCIES: If a child is absent from school without a valid excuse or tardy for more than thirty minutes, he is considered to be truant. Parent will be contacted.

LEAVING THE SCHOOL GROUNDS: Children may not leave the school grounds without written permission of the principal or his designee.

ASSEMBLIES AND FIELD TRIPS: A child is expected to be well-behaved or these privileges will be denied.

BICYCLES AND SKATEBOARDS: Bicycles and skateboards are not to be ridden on the school grounds during school hours. (Only third through sixth graders ride bicycles to school.)

DEFIANCE: Children who defy the authority of staff members (refuse to follow rules, run from teacher, etc.) may be suspended from school.

ATTACKS ON SCHOOL PERSONNEL: Automatic suspension.

DRESS: Pupils are expected to wear clothing that does not interfere with the educational process. They must wear shoes with a solid sole (thongs are not permitted).

LOITERING: The law requires that any person who visits our school must report his/her presence and the reason thereof to the school office. Teachers should notify the principal immediately of anyone they suspect not following this requirement.

Discipline Policy (continued)

FIGHTING OR ROCK THROWING: Children who fight or throw rocks will be referred to the principal or district counselor for disciplinary action and probable suspension.

PROFANITY: The use of offensive words or profanity is forbidden. Obscene actions or habitual profanity can lead to suspension.

VANDALISM: Anyone who damages student property or school property is required by law to pay for these damages. Children who are guilty of vandalism will be referred to the principal who will contact parents and take appropriate action.

WEAPONS: Weapons such as knives, slingshots, darts, clubs, chains, firearms, etc. are forbidden by law. Any child who has an object considered to be a weapon will be referred to the principal or district counselor who will take appropriate action.

DETENTION: A pupil may be detained in school by the teacher (not during recess or lunch period) to make up work or for disciplinary reasons for periods up to one hour. When pupils use the bus, parents will be notified 24 hours before their detention. The teacher will attempt to contact parents to let them know the pupil will be late in arriving home.

CAFETERIA AND LUNCH ARBOR: Children who do not observe cafeteria and lunch arbor standards may be asked to eat at home.

CLASSROOM: Each teacher works with the class to establish classroom rules to ensure proper working and learning conditions for all students. Parents will be notified by the teacher if their child is not observing proper classroom conduct. When pupils continually fail to respect the rights of others, the parents will be requested to attend an Individualized Counseling and Discipline Planning meeting.

We have read this Discipline Policy and talked about responsible citizenship.

(child)

I support the school's effort to promote self-discipline and will help my child to be a good citizen.

(parent/guardian)

PLEASE NOTE: The Site Discipline Plan is reviewed and updated annually by staff, parents, and students. If you would like to take part in this important process, please sign below.

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DISCIPLINE STUDY SERVICE DELIVERABLE PLAN

2.3
ELEMENTARY SCHOOLS

The Elementary Desk Group of the District Study of Student School Behavior identified these concerns in analyzing the effect of discipline problems in elementary schools.

1) A need exists for a discipline counseling component in the elementary schools.

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POSITIVE STUDENT BEHAVIOR DEVELOPMENT PLAN
FOR
ELEMENTARY SCHOOLS

The Elementary Task Group of the District Study of Student School Behavior identified these concerns in reducing the effect of discipline problems in elementary schools:

- 1) A need exists for a stronger counseling component in the elementary schools.
- 2) School staffs need to work toward developing a positive school climate as the best way to improve student behavior.
- 3) The responsibility of parents should be stressed in all district and school plans.
- 4) District and site inservice programs and activities related to student behavior and attitudes are necessary.

The purpose of this guide is to identify the important elements of the elementary school program that are crucial to the development of positive behavior in students. Improvement of overall behavior in school is much more complex than just developing a list of rules and then designating actions that take place when a student disobeys a rule. At the elementary school level student behavior must be built from a base of positive and preventive activities.

DISTRICT STATEMENT ON DISCIPLINE

During the 1978-1979 school year the Board of Education reaffirmed its intent to provide and support a positive climate in schools and classrooms so that effective teaching and learning can take place. On the basis of current district policies and procedures, the board restated its support of school site administrators, teachers, and classified personnel in maintaining discipline and the board's expectation that all school personnel will support district policies relating to student behavior. The initial step in the study of student behavior each year should be a review of the district policy on discipline. The policy statement should be communicated to all staff, parents and students. In addition to written communication on discipline and student behavior, meetings and assemblies should be scheduled with each appropriate group to discuss the district policy as well as the development of the individual site discipline plan.

District Discipline Policy

The Board of Education of the San Diego City Schools--

1. Believes the purpose for all student attending school is to receive an education.
2. Defines discipline as behavior which permits students and staff to perform effectively in a school setting.
3. Expects high standards of discipline and moral conduct on the part of the students and staff.
4. Assigns to district staff - teachers, principals, administrators, other district personnel - the responsibility of assuring this policy and its rules are carried out consistently, fairly, and promptly with due regard for the rights of individuals.
5. Intends to enforce this policy within existing city, state, and federal laws.
6. Supports school administration and staff in carrying out this policy.

SITE DISCIPLINE PLANS

In a large urban area where dramatic changes are taking place each year, ideas for effecting positive student behavior change continually. Schools must be concerned with the impact of the single parent, working parents, disinterested parents, and economic and housing problems that affect the energy level of parents in meeting the challenge of developing positive behavior in their children.

In the past, schools have formulated site discipline plans and subsequently failed to revise them. Annual review of all school rules and discipline plans as well as dissemination to staff, parents and students is essential.

1. School Site Discipline Committee

Formation of the site discipline committee should be the initial step in reviewing the site discipline plan each year. The committee should be composed of the principal or vice-principal, district counselor and teachers from representative grade levels. Schools may wish to include, in addition, parents, students and classified personnel on the committee. The major emphasis of the site discipline committee should include; identification of the needs of students individually and collectively; analysis of causative factors involved in these needs; and suggestions to the staff and parents regarding ways of meeting these needs.

It is important that the site discipline plan be developed around the unique needs of the individual school community. District guidelines are available but if there is to be a real commitment to implementation of the ideas then the plan must be the result of input by the individual school staff and community.

2. Site Discipline Plan Framework

Each school site plan should include a

- 1) statement of site philosophy,
- 2) statement of responsibilities of each individual (student, teachers, parent, district counselor, and administrators),
- 3) statement of unacceptable behaviors and consequences, classroom management and expected behavior,
- 4) system of communication.

The sequence of steps for site handling of discipline problems is the most important part of the elementary site discipline plan.

3. Importance of the Classroom Teacher

The site discipline plan should stress the importance of the classroom teacher in maintaining a program of positive student behavior. While the principal is responsible for setting the overall tone for the school, the teacher is the key person in promoting respect for authority, prompt and regular attendance, and student conduct toward other students. The longer that the classroom teacher can maintain control of a problem without involving other staff assistance, the better.

4. Consequences

The discipline plan includes consequences to be implemented when appropriate. These consequences should 1) modify behavior, 2) fit the infraction, 3) deter others from similar offenses and 4) be easily administered.

The site discipline plan may include some or all of the following consequences:

- 1) student reminder of standards
- 2) counseling
- 3) isolation
- 4) detention
- 5) denial of privileges
- 6) referral to principal/vice-principal
- 7) letter home
- 8) telephone call
- 9) parent conference
- 10) referral to counseling center
- 11) referral to guidance
- 12) suspension from class
- 13) suspension from school
- 14) transfer to another class
- 15) transfer to another school

It should be noted that some staffs view certain consequences such as counseling and isolation as positive while suspension is viewed as negative. Hopefully, the site discipline plan will be a sequence of steps and consequences that support a positive student behavior plan.

5. Communication With Parents

The most successful communication is between teacher and parent. Teachers should strive to establish positive communication with parents early in the year. This will make it easier to deal with any problems that may arise later. The longer communication remains at the teacher-parent level the more advantageous.

ASSIGNMENT OF STUDENTS

A vital area in the development of positive student behavior is the careful assignment of student to classes. It is common knowledge in our daily relations with others that individuals do not all relate equally well to one another and yet we often overlook this consideration in the assignment of students to classes. In most cases more time is spent in the teacher-student interaction than any relationship in the student's day.

1. Student-Teacher Matching

In addition to establishing classes with academic and sex balance, it is important to match students with the type of teacher with which they may experience the most success (mature, young, male, female, etc.). Also, the teaching style (open, traditional) of the teacher needs to mesh with the learning style of the student.

2. Student Changes Between Classes

School staffs should strive to establish an environment where the transfer of students between classes is acceptable. If the match of student and teacher is not right it makes more sense to make a class change rather than struggle through a year of problems. Student changes should be effected early in the year before relationships have been solidified.

3. Re-evaluate Classes

Classes that are set up in June often do not resemble the classes in September in schools with high mobility. After school starts the principal should evaluate all classes to determine if proper balance still exists in all classes or some classes contain more difficult students. Often new students that are enrolled in September tend to be more mobile and have more problems adjusting to school.

4. Assignment of New Students

As new students are assigned to classes during the year an effort should be made by the principal to determine the best class placement. The best placement may not be the class with the fewest students in all cases. Again, those students who are enrolled during the year are often more mobile and may have more adjustment problems.

5. Special Education Students

A continuing concern is the identification of students for special education. It is important that the principal support the classroom teacher in identifying early those students who need a special placement. Under the time frame of the State Master Plan for Special Education it is important that the principal and other support staff follow the progress of placement to make certain that the needs of the student are met as soon as possible.

6. Parent Requests

Parent requests for students to be placed in certain classes should not be encouraged to the point where the class make-up is being dictated by those requirements. The fact that a parent may like a certain teacher or know someone who did does not mean that the student-teacher match will be the best. More parents with students who have good positive student behavior seem to request specific teachers than parents with students who have problems. Finally, the principal, with help from the staff, should have the most knowledge to place all students properly in classes.

PROCEDURES FOR SITE SECURITY AND GENERAL SUPERVISION

All the factors that go on outside the classroom are as important as those within the classroom in developing a positive school climate. Students and staff must have sense of safety, security and orderliness before effective teaching-learning can take place at school.

1. Before School

Students should be permitted on the school grounds for a minimum time before school. Ten minutes is usually about the time that students can wait before problems start to occur. This first ten minutes is the most important time of the day and it is necessary that the entire staff understand the importance of starting the school day right. The administrator should be on the grounds and available during this time.

2. Playground Schedules

In planning the playground schedule for recess and lunch, consideration should be given to establishing extra recess and lunch periods if congestion of students creates problems. Although teachers and/or aides may be responsible for supervision during these periods, the regular presence of the principal on the grounds will encourage positive student behavior.

3. Three Important Supervision Times

A significant number of problems occur because students are left in an unsupervised setting. Three important times of the day are the three periods immediately after the bell rings to start school, return from recess and return from lunch. The total staff needs to understand the importance of good supervision during these key moments.

The site discipline plan should address the need for adult supervision of students outside the classroom at times other than recess and lunch. An unsupervised student often leads to a discipline problem.

4. School Access

Some school sites are a security problem because they are wide open and actually encourage trespassing. It is recommended that only essential doors and gates, which can be supervised, remain open during the day. All non-essential playground gates should be kept locked to discourage loiterers or trespassing. If possible, access gates that remain open should be readily visible from the office or administration building area.

5. Pick Up of Students

A recommended practice is to have all teachers meet their classes on the playground before returning to the classroom. The design of many school sites precludes the proper supervision of students when they line up at classrooms. Since someone is normally on duty on the playground all classes will be properly supervised until pick-up by teachers.

6. Plan for Visitors

Any persons, including adults, who are not employees of the school district, must be required to register in the office before visiting any part of the school grounds. It is recommended that all visitors wear an identification tag that is easily recognizable by all staff members.

Security problems often arise through actions of non-pupil minors on the school grounds. It is important that the school community understand that non-visiting minors are not permitted on the grounds at any time during the school day.

7. Site Supervision by Paraprofessionals

Many schools utilize aides or other paraprofessionals to assist with playground supervision. Often these staff members do not have extensive experience or ability in supervising students, and this fact is compounded by the large numbers of students that are often involved. All playground supervisors must have inservice training in how to talk to students on the playground and what the expectations of student behavior should be in these situations. Many problems begin on the playground, are magnified by the playground supervisor and end up as a more severe problem for the teacher, counselor or administrator.

SCHOOL PROGRAMS THAT SUPPORT A POSITIVE CLIMATE

1. Counseling Center

The counseling center concept has proven to be a successful vehicle in encouraging positive student behavior. The main emphasis of the counseling center changes the focus of discipline from one of rules, punishment and a reaction oriented approach to that of a program based on prevention and a positive approach to improving student behavior.

a. Change in school climate.

In three schools which developed a successful positive student behavior plan centering around a counseling center the following changes occurred in the first year of operation:

- discipline referrals to the principal or vice-principal were reduced by 90%
- suspensions were reduced by 80%
- vandalism was reduced by 50%
- tardiness was reduced 20%
- parent communication was increased 200%
- teacher attitudes were very favorable to the concept
- school climate and student pride were greatly enhanced

b. Advantages to Staff

- The principal is able to devote more time to instruction and other important areas of management. The image of the principal is changed from the "enforcer" who deals out the discipline to a leader of programs that develop positive student behavior.
- Teachers don't have to "sit on" problems until they blow out of proportion and become large discipline problems. The counseling center is open to accept students who are temporarily unable to handle the classroom.
- District Counselors are able to serve the needs of more students. Instead of counseling with a case load of 10-15 students a week they are coordinating a program that serves 500-1000 students per month and meets the individual needs of more teachers and parents in dealing with their problems.

c. Advantages to students and parents

- Students often come to school with problems that stem from a family situation. Instead of allowing the student to vent his feelings in class and become a discipline problem the student is able to "get himself together" in the counseling center.
- All students receive preventive counseling through participation in groups designed to build self concept. The preventive activities that are organized and available in the counseling center are extremely important in providing a climate that encourages positive student behavior.

- Parents are able to receive help from a team consisting of the administrator, district counselor and teacher. In addition the counseling center provides referral services and special programs to help parents cope with their problems.

d. Initiating a counseling center

- The site discipline committee and staff must have the responsibility for directing a program that fits the individual school. The most successful counseling centers will develop where the school has determined its own priority of problems and has developed its own sequence of steps in the discipline referral system. Commitment to a counseling center and discipline plan comes with involvement.

e. Staff development

- A team consisting of the principal, district counselor and a teacher are effective in developing understanding of the counseling center concept with the staff. It is important that the center be viewed from the perspective of each of these three individuals to be most effective.

f. The counseling center provides an environment where students:

- receive "centering" or TLC to start the day
- spend "time out" when they are not ready for the classroom
- receive counseling help
- complete work in a different environment than the classroom
- participate in reward activities
- participate in student council studies in subject area
- learn more about themselves and others through involvement in preventive counseling groups
- can be suspended within the school in an academic setting

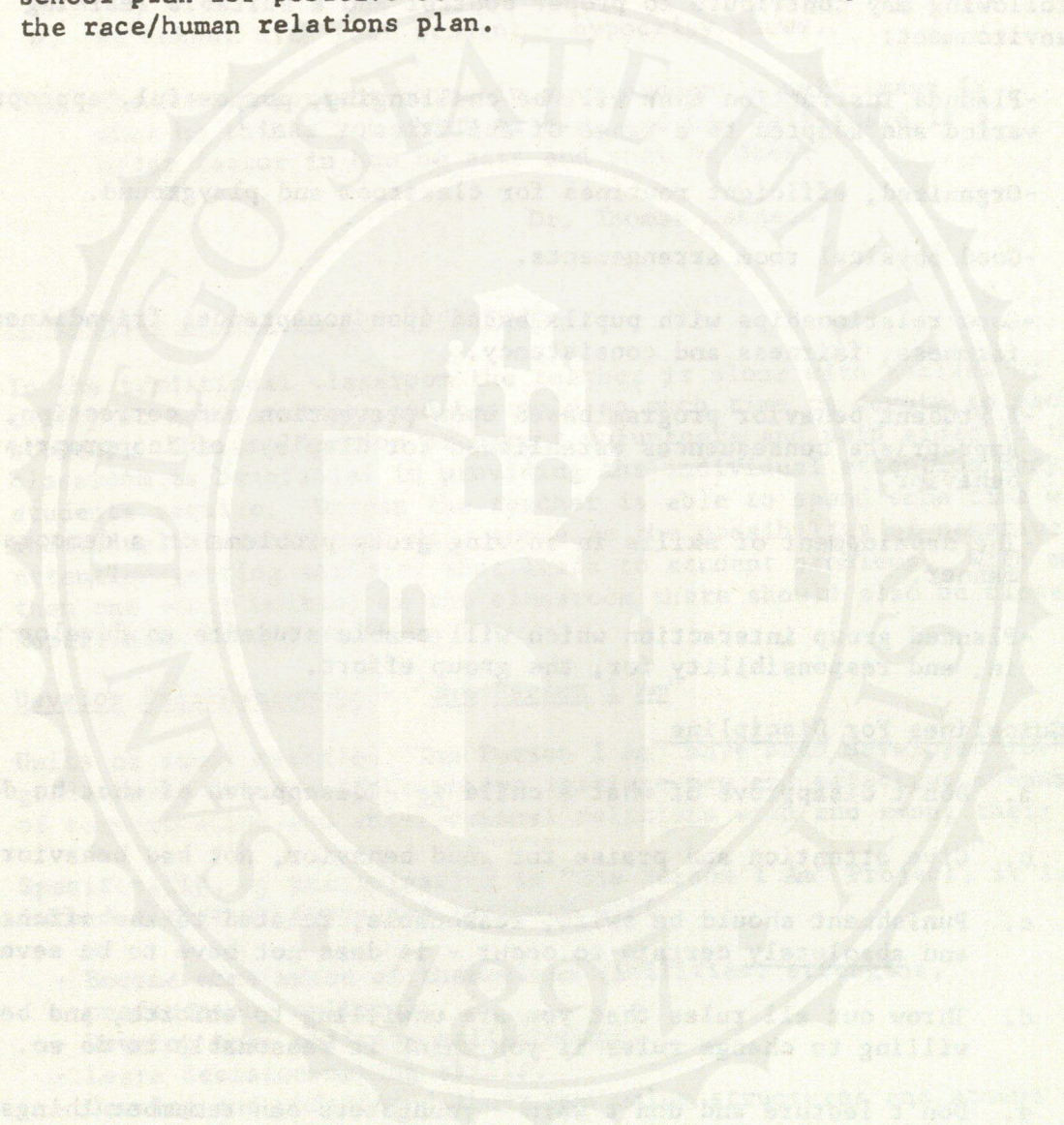
2. School Activities That Stress Good Citizenship

The best preventive program to discourage negative student behavior and resulting discipline problems is to plan school-wide activities that stress healthy student behavior and attitudes as well as good citizenship.

- student council activities
- student recognition practices
- good citizen awards
- happy grams
- excellence awards
- certificates of excellence
- student helpers
- positive communications to parents
- meetings for parents on student discipline

3. Race/Human Relations Plan

The school plan for positive student behavior includes many objectives that may also be contained in the race/human relations plan. School staffs should consider making the school plan for positive student behavior a central part of the race/human relations plan.



DEVELOP A POSITIVE LEARNING ENVIRONMENT IN THE CLASSROOM

1. Teacher Responsibility

It is the responsibility of each teacher to maintain standards of classroom behavior which facilitate effective learning. Practices such as the following may contribute to proper control and a suitable learning environment:

- Planned instruction that will be challenging, purposeful, appropriate varied and adapted to a range of abilities.
- Organized, efficient routines for classroom and playground.
- Good physical room arrangements.
- Good relationships with pupils based upon acceptance, friendliness, firmness, fairness and consistency.
- A student behavior program based upon prevention and correction, with appropriate consequences established for displays of inappropriate behavior.
- The development of skills in solving group problems in a democratic manner.
- Planned group interaction which will enable students to develop pride in, and responsibility for, the group effort.

2. Guidelines For Discipline

- a. Don't disapprove of what a child is - disapprove of what he does.
- b. Give attention and praise for good behavior, not bad behavior.
- c. Punishment should be swift, reasonable, related to the offense, and absolutely certain to occur - it does not have to be severe.
- d. Throw out all rules that you are unwilling to enforce, and be willing to change rules if you think it reasonable to do so.
- e. Don't lecture and don't warn - youngsters can remember things they think are important to remember!

- f. Allow the child or youth to assume responsibility for his decisions as he shows the ability to do so.
- g. Don't expect children to show more self-control than you do as the adult.
- h. Be honest with your student - hypocrisy shows.
- i. The most important thing in your student's self-image is what he thinks you think of him, and his self-image is a major factor in how he acts and what he does.

Dr. Thomas Johnson

3. Additional Adults in the Classroom

In the traditional classroom the teacher is alone with a class of thirty or more students and has only so much time to devote to each student. The utilization of parent volunteers and paid aides in the classroom is beneficial in providing the individual attention many students require. Unless the teacher is able to spend some time with individual students each day, there is the possibility of negative attention-getting activity that leads to student problems. With more than one adult working in the classroom there should also be closer supervision of all students.

4. Develop Self-Awareness - "The Person I Am"

Units of study entitled "The Person I Am" have been developed for each grade level K-6 to help teachers initiate new and effective channels of communication and interpersonal relations with and among their students.

Specifically, by participating in "The Person I Am" Project, it is intended that students and teachers will:

- Become more aware of themselves (abilities, strengths, preferences, culture).
- Develop more positive self-concept.
- Learn decision-making skills.
- Develop and understand their own value structures and accept the values of others.
- Gain self-confidence.

For further information and personalized help, contact:

Martha Kelly
Lindbergh Community School
560-8011

5. Some Counseling and Discipline Approaches

- a. Teacher Effectiveness Training - Gordon
- b. Human Development - Gessell
- c. Values Strategies
- d. Enhancing Self-Concept - Canfield & Wells
- e. Reality Games - Lax
- f. The Classroom Meeting Model - Glasser
- g. Assertive Discipline - Canter
- h. Schools Without Failure - Glasser
- i. Natural and Logical Consequences - Dreikurs

Each school staff should review counseling and discipline approaches and select one approach that teachers choose to use in the classroom on a school-wide basis. Staff development should center around the implementation of a successful program of counseling and discipline throughout the school year.

5. Reassignment of the Student to Another School

The disruptive-disinterested student may not respond to the program for positive student behavior development at a given site. The problem is usually compounded because of the negative feelings that staff members develop through a series of encounters with the student. A change of scenery to a new school is often the answer. The key factor is that the receiving school receive a minimum of information on the negative behavior at the sending school in order that the student may have a fresh start.

6. Communication with Parents

Parents of disruptive - disinterested students as well as parents with students who have **less** severe problems need the opportunity to come together and discuss topics such as:

- Improving communication with your child
- Raising your child's potential
- Influencing your child positively
- Increasing love and respect in your family
- Changing your child's behavior at home and at school
- Learning survival techniques in dealing with problems of single parent families
- Dealing with economic stress and other factors effecting the family today

The school should schedule periodic parent meetings throughout the year to help instill a feeling of teamwork and communication between parents and staff whereby the following needs are addressed:

1. Need for help in understanding self
2. Need for help in relating to others
3. Need for help in planning for the future

APPENDIX I

Memo To: Staff

From: Counseling & Discipline Committee

Re: Counseling & Discipline Plan

Several items were finalized for the approval of the staff by the committee:

1. The use of a Referral Contact Record which gives a list of the sequence of the steps which have been taken in the child's individualized discipline plan. The steps are an attempt to systemize the procedure for the school-wide plan.

The Referral Contact Record will be kept by the Student Center. Ten will be distributed to each teacher. The teacher only begins a Referral Contact Record on a child whom he senses will need repeated "time out", "cooler--isolation time", or suspension.

Briefly, then, the steps we should take in working with unacceptable behavior:

- a) Teacher conferences with child about problem
- b) Second or third offense (teacher discretion) -- teacher sends counselee to Student Center
- c) Parent is contacted by teacher. (District Counselor may later be involved with parent on teacher recommendation.)
- *d) Time Out in Student Center
- e) Principal contact with child which may result in: Parent-Principal-Child-Teacher-District Counselor conference.
- f) - Temporary isolation - cooler - 1-2 hours
- Suspension - to Student Center all day with work
- Suspension home

*Time Out is:

- temporary isolation to relieve classroom and child
- work must be provided by teacher
- 20/30 minute time periods
- used for behaviors which are disruptive to the total classroom environment

2. Exceptions to the Discipline Steps

At times it may be necessary to go directly to step (e). Requires Principal and Vice-Principal knowledge. *In this case the child goes to the Student Center for supervision, the referral is sent to the office by the Center alerting the office of the problem.

- *1. stealing
2. physical abuses to peer or teacher
3. totally disruptive defiance
- d. damage to school and personal property

APPENDIX II

REFERRAL CONTACT RECORD

Student's Name _____ Room # _____

Teacher's Name _____ Grade _____

1. Child has been seen by the Counseling Center staff on three or more occasions in the Student Center. Dates: _____

2. Teacher has conferenced with parent by phone. Date(s) _____
Teacher has conferenced with parent at school. Date(s) _____
3. District Counselor has been involved with the child and/or parent. Date(s) _____
Nurse has been involved with the child and/or parent. Date(s) _____
4. Child has had 2 or more Time-Out times in the Student Center. Date(s) _____
5. Principal or Vice-Principal have had conference with the child. Date(s) _____
6. Principal or Vice-Principal have had conference with the child's parent. Date(s) _____
7. Principal or Vice-Principal, District Counselor, Parent, Child and Teacher have had a conference. Date(s) _____
8. Child has spent 1-2 hours for two times in temporary isolation (cooler). Date(s) _____

9. Child has been suspended. Date(s) _____
10. Other alternative: _____ Date(s) _____

APPENDIX II

STUDENT CENTER PASS
COUNSELING

Date _____
NAME _____ Room # _____

Time Sent _____ Person Referring _____

- _____ 1. T.L.C. - Centering
- _____ 2. Reward Activity
- _____ 3. Student Request/Parent Request
- _____ 4. Contract Needed/Follow Up
- _____ 5. Respect for adult/peer _____
- _____ 6. Accountability _____
- _____ 7. Self-control _____
- _____ 8. Use of school property _____
- _____ 9. Co-operation _____
- _____ 10. Student Center Stations: _____ Math _____ Research _____ Language
_____ Music _____ Relaxation _____ Quiet Study
- _____ 11. SOS _____ Principal _____ Vice-Principal _____ Other

Comments: _____

San Diego City Schools
LINDBERGH COMMUNITY SCHOOL
Individualized Counseling and Discipline Plan
(I.C.D.P.)

DRAFT

ICDP Meeting Date _____

I. GENERAL INFORMATION:

Name _____
 (Last) (First)
 School _____ Teacher _____ Gr. _____ Rm. _____
 (Residence) (Attendance)
 Parents or Surrogate _____ Home Phone _____
 Address _____ Work Phone _____
 Street (Zip)

I. ASSESSMENT

1. Reason for Conference
2. History of Behavior
3. Behavioral Objectives (Plans for Future)

II. PLAN

_____ Child's Responsibility

_____ Parent's Responsibility

_____ Teacher's Responsibility--Administrator's Responsibility

DEGREE OF ACHIEVEMENT

| | Performance | Decision | Explanation |
|--------------------|--------------------|--------------------|-------------|
| Exceeded Objective | No Progress Obs. | Move to Next Level | 1. _____ |
| | Making Progress | Drop Objective | 2. _____ |
| | Obj. Met as Stated | Carry Over Obj. | 3. _____ |
| # _____ | | | |
| # _____ | | | |
| # _____ | | | |

Student's Motivation & Effort

| | O | G | A | N | U |
|---------|---|---|---|---|---|
| # _____ | | | | | |
| # _____ | | | | | |
| # _____ | | | | | |

- O = Outstanding
- G = Good
- A = Average
- N = Needs Improvement
- U = Unsatisfactory

IV. MEETING INFORMATION

I agree with the ICDP Program as outlined.
 Date _____

Student _____

Parent/Surrogate Signature _____

Teacher _____

Administrator _____

Other _____

Conference Requested by: _____

Date _____ Time _____

Comments: _____

- Copy To:
- Principal
 - Vice-Principal
 - District Counselor
 - Resource Specialist
 - Teacher
 - Parent
 - Other

SEQUENCE OF STEPS IN HANDLING DISCIPLINE

Importance of the Classroom Teacher - While the principal is responsible for setting the overall tone for the school, the teacher is the key person in promoting respect for authority, prompt and regular attendance, and proper student conduct toward others. The longer that the classroom teacher can maintain control of a problem without staff assistance, the better. However, there are times when it is advisable to forestall undesirable behavior from occurring or spreading by sending the child to the counseling center or office. In this event, it is important that a note accompany the child with the necessary information so that proper "follow through" can be accomplished.

Do not hesitate to refer children when necessary for fear you will be criticized or considered incapable of controlling the class. In fact, your position will sometimes be strengthened by immediate action rather than waiting until your effectiveness with the rest of the class is damaged.

Procedures - Referral of discipline cases by teachers may be for simple detention, counseling, or action by the counselor or principal. Fill out a referral card or send a note with the child to the counseling center or office.

- Detention: This is simply a means of isolating a pupil from his room until he is ready to return and cooperate with his teacher and class. Be sure to indicate when a child may return to the classroom. If there is no time limit indicated, the pupil returns to class at the next intermission.
- Counseling: When referring a child for counseling, it is important that the teacher indicates in a note or in person what the problem is. (Children may also refer themselves for "time-out" to the counseling center, upon approval by the teacher.)
- Action by the principal or counselor: Any incident involving a pupil or pupils which is deemed sufficiently serious can be brought to the principal's attention for some appropriate action. The most serious action taken by the principal is suspension or corporal punishment. However, usually these actions are preceded by less severe measures and counseling by teacher, counselor and principal.

Referral is ALWAYS to be made by note on the form mentioned above or by the teacher in person. Please be sure that the counselor and principal know your reason for sending child to office. They are not mind readers and need guidance from the teacher in order to make proper decisions when these incidents occur.

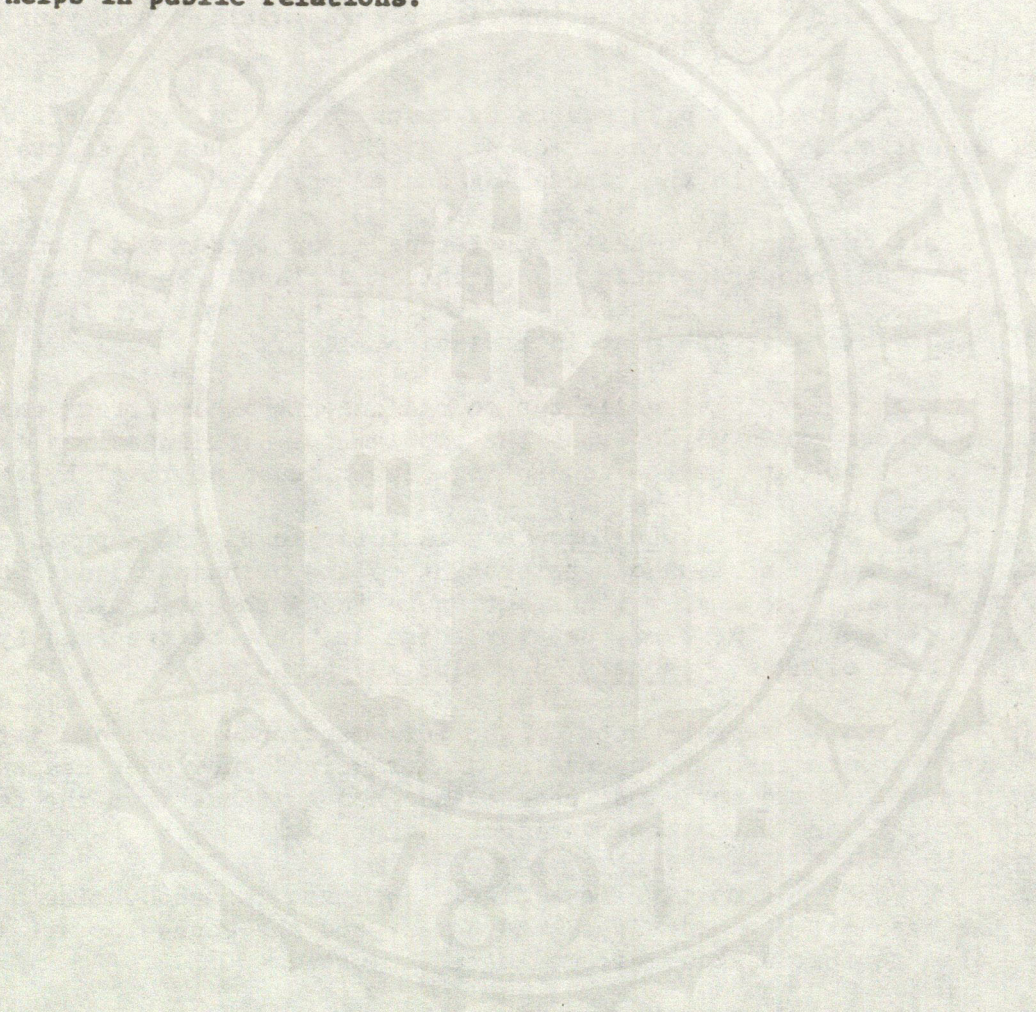
SUMMARY POINT OF VIEW - At no time is a discipline case "somebody else's problem." The child, the teacher, the principal, the parent, and the counselor are involved at every step taken to help a child become better adjusted.

Discipline is primarily a guidance measure. It becomes a punitive measure only when all avenues of correction have been explored, and suspension or corporal punishment appear to be the only resort.

The entire staff has a share in the guidance of every pupil in school, regardless in which class he or she is enrolled. All staff members should feel the responsibility to counsel any child who may need it at any time and not "look the other way" because the child belongs to another teacher. Teachers on duty are expected to provide the necessary counseling and/or discipline immediately.

Communication with parents - One of the most successful ways of dealing with discipline problems is to establish good channels of communication between teacher and parent. Teachers should stive to establish positive communication with parents early in the year. This will make it easier to deal with any problems that may arise during the year.

If and when notes are sent to parents in regard to discipline, unfinished work or special problems, the principal would appreciate either seeing the letter before it is sent to the parent or receiving a duplicate copy. The reason for this is that it is so easy to have our intentions misinterpreted when messages are put in writing. What we are trying to say does not always come across to the reader as we originally intended. This is just an added precaution and sometimes helps in public relations.



STUDY OF STUDENT BEHAVIOR

July 17, 1979

I. OVERVIEW

The San Diego Unified School District has always operated under established rules and regulations regarding student behavior. The Board of Education periodically has adopted policies and approved programs to ensure that the highest quality of education is available to all students in an atmosphere free from disruptions or distractions which interfere with instructional activities.

On May 5, 1959, the Board of Education adopted a policy on student behavior which summarized previous regulations, and that action became the basis for establishing requirements for student behavior in all schools. This policy has been augmented by subsequent actions of the Board of Education and new provisions of the Education Code. Current Administrative Regulations and Procedures embody applicable sections of the Education Code, the Penal Code, and district requirements pertaining to student behavior and attendance.

During the past seven years, several major studies on school discipline have provided significant recommendations in the development of strategies and programs for effectively coping with disruptive and disinterested students. In 1972 at the request of the Board of Education, a Joint Study on Discipline was conducted by representatives of the district and San Diego Certificated Employee Negotiating Council to review the district policy on discipline. District responsibility for the undertaking was assigned to the Student Services Division. The final report of the study included recommendations regarding site discipline plans, classroom control, human relations programs, counseling programs, disruptive behavior, absenteeism, loitering, and vandalism.

In September, 1975, a study committee representative of community organizations and district staff was appointed by the superintendent to make an in-depth review of district procedures, policies, and practices pertaining to suspensions and expulsions. The committee particularly was directed to insure that district procedures and practices conform to new legal decisions as well as regulations from the United States Department of Health, Education, and Welfare. Additional emphasis was given to identifying the present status of suspension alternatives as used in San Diego and other school districts. Many of the recommendations made in that study have been implemented.

At the regular meetings of the Board of Education on January 23 and February 20, 1979, board member Philip Halfaker presented statements on the problem of the Disruptive-Disinterested Student (Appendix A) and the resultant detrimental influence on the instructional climate of the classroom. Major areas which Dr. Halfaker proposed for study by a districtwide committee of parents, teachers, and administrators included:

July 17, 1979

I. OVERVIEW (continued)

1. A set of guidelines describing behavior competency requirements.
2. A review of the process of identifying disruptive students.
3. A review of placements for disruptive students.
4. A review of the roles of the teacher, guidance counselor, and administrator in classroom discipline.
5. Uniform procedures throughout the district for handling discipline.

At its regular public meetings on February 27 and March 13, 1979, the Board of Education reaffirmed its intent to provide and support a positive climate in schools and classrooms so that effective teaching and learning can take place. On the basis of current district policies and procedures, the board restated its support of school site administrators, teachers, and classified personnel in maintaining discipline and the board's expectation that all school personnel will support district policies relating to student behavior.

In accordance with this position, schools were directed to conduct a review of current site discipline regulations with site personnel during March and April, 1979, and disseminate information to parents and students covering site regulations and district policies which deal particularly with the following areas: tardiness, truancy, injury to others, respect for authority, respect for property, suspensions, and expulsions.

II. ORGANIZATION OF THE STUDY

On March 13, 1979, the Board of Education approved a recommendation by the superintendent for a study of student behavior. Responsibility for the study was assigned to the operations divisions. The organization for conducting the study included a steering committee and three task groups. The task groups and the membership of each group are provided in Appendix B.

The steering committee included representatives from school divisions, school-related organizations and community groups. The committee was responsible for directing the work of the task groups to include the following areas:

1. Review district policies and procedures on student discipline.
2. Develop a district statement of student behavior for dissemination and enforcement.
3. Survey other California districts for information.
4. Propose special studies.
5. Identify new legislation needed.

II. ORGANIZATION OF THE STUDY (continued)

To achieve these tasks, Elementary Schools Division and Secondary Schools Division task groups conducted a series of meetings to:

1. Develop recommendations on district-level discipline and attendance policies.
2. Develop recommendations on school-level discipline plans and procedures.
3. Review current elementary school and secondary school programs designed to handle students with behavior problems and prepare proposals on new and continuing program needs, including provisions for staff inservice training relative to discipline.

A Community-Related Programs Task Group was to:

1. Identify programs and services for youth provided by community agencies.
2. Develop recommendations to clarify and improve coordination of existing community programs and services with district programs.
3. Identify methods for effective dissemination of community services information to students and parents.

To facilitate the development and implementation of the recommendations of the study groups, two phases are proposed:

1. Phase 1 recommendations include projects which are to be developed during the summer and implemented at the beginning of the 1979-80 school year.
2. Phase 2 recommendations will be considered on a continuing basis or will be given further study during 1979-80 with reports submitted to the Board of Education.

III. PROPOSED ACTIONS

The following proposals are based on the work of the task groups and the steering committee:

Phase 1: Implementation at the beginning of the 1979-80 school year.

1. Recommendation

Issue a statement of district policy regarding discipline and attendance in simple, concise language which will ensure fair and consistent treatment of all students and consider discipline as "behavior which permits students and staff to perform most effectively in the school setting."

III. PROPOSED ACTIONS (continued)

Action

Publish a district brochure to inform citizens, parents, and students of district policies and procedures and state laws regarding acceptable standards of behavior in schools. Examples of policy statements shall include:

- a. Attendance responsibilities of students, parents, and school employees.
- b. Student behaviors which will not be tolerated and the possible disciplinary actions that could result from such behaviors.

Budget

Funds required for the preparation of the publication and related media materials during the summer, including printing costs, are estimated to be \$5,500.

2. Recommendation

Implement district procedures to establish minimum requirements for school-level discipline programs and attendance policies which comply with district policies and provide for needs of individual schools.

Action

Minimum requirements for site plans shall provide for:

- a. Use of a model plan which describes standards for an acceptable school site discipline program.
- b. Participation by representatives of the school community in developing or revising site programs and policies.
- c. Statements regarding the rights and responsibilities of students.
- d. Procedures for handling disciplinary actions.
- e. Provision for school notification of parents and students regarding district and site policies on discipline and attendance.

Budget

Funds required for the preparation of materials during the summer and communication costs during the school year are estimated to be \$17,000.

III. PROPOSED ACTIONS (continued)

3. Recommendation

Develop secondary plans for alternative educational programs for students at regular schools and at other suitable community locations.

Action

Plans for alternative programs shall provide for:

- a. Development of self-contained opportunity programs at regular school sites and at other suitable locations in the community for seventh- and eighth-grade students who have behavior-related problems.
- b. Implementation of independent learning center satellites at Mira Mesa (Grades 7-12) and an East San Diego site (Grades 7-8) which provide programs similar to the Twain and Garfield independent learning centers.
- c. Expansion of individualized programs directed by the Garfield Independent Learning Center on off-campus sites to include seventh- and eighth-grade students.
- d. Expansion of the district adult education high school completion programs to other high school sites.
- e. Development, as feasible, of cooperative programs with community agencies such as Regional Youth Employment Program (REGY).

Budget

Funding for the preparation of plans by division and school administrators for alternative programs this summer are estimated to be \$1,000. Previous action by the Board of Education authorized the relocation of portable facilities for the 1979-80 school year.

4. Recommendation

Develop standards for the development of site supervision and security plans to provide a safe environment on campuses for students and staff.

III. PROPOSED ACTIONS (continued)

Action

- a. Develop the standards for an acceptable site supervision plan.
- b. Develop a procedure for the elementary and secondary schools divisions staffs to assess regularly school plans to meet specific site needs regarding student and staff safety and plant security.
- c. Develop a procedure for evaluating site supervision plans.
- d. Implement training programs for Instructional Aides - Supervision (CETA) in preparation for employment and assignment to schools of greatest need.

Budget

Funding for the preparation of materials this summer for use in developing uniform site supervision and security plans is estimated to be \$1,000.

5. Recommendation

Prepare and implement at the elementary school level a student behavior plan designed to develop and promote positive student behavior.

Action

A plan to include pre-school and inservice training for all school staff will be piloted in 30 elementary schools during the 1979-80 school year. Elements of the school-level program, in addition to the site security plan, shall include the following:

- a. Implementation of a student counseling and discipline referral system.
- b. Development of procedures for identifying and treating the disruptive-disinterested student on a timely, sequential, and systematic basis.
- c. Provision of inservice grants of \$1,000 to the 30 participating schools to facilitate effective implementation of the counseling center pilot program.

Budget

Funding for the planning during the summer of the counseling center project and site inservice grants is estimated to be \$253,276. This includes \$205,876 for 8.33 district counselor positions, \$30,000 for inservice grants, and \$17,400 for the development and publication of counseling center program materials.

III. PROPOSED ACTIONS (continued)

6. Recommendation

Provide district and site inservice programs and activities related to student behavior and attendance.

Action

Initiate district-level activities to include:

- a. Inservice regional workshops for appropriate staff by the schools attorney's office and Security Department with representatives of the San Diego Police Department to discuss legal issues related to student discipline.

Initiate school-level activities to include:

- a. District staff support and planning grants to assist school staffs to conduct planning sessions and seminars to establish site discipline programs.
- b. Parent education classes and activities to assist parents with discipline in the home and to insure understanding and cooperation with school programs.

Initiate classroom-level activities to include:

- a. Classes and seminars to introduce effective techniques of classroom management and instruction for maintaining classroom discipline.

Budget

Funding for developing and conducting district and site inservice programs and activities on student behavior during the school year is estimated to be \$10,000.

7. Recommendation

Develop and implement a plan to gather relevant annual data and conduct an evaluation of district attendance and discipline policies and procedures.

Action

Evaluation activities shall include:

- a. A district survey of the opinions of certificated and classified personnel as to the effectiveness of district and site attendance and discipline policies, procedures, and programs.

III. PROPOSED ACTIONS (continued)

- b. An analysis of statistical information on suspensions, expulsions, and activity reports by the Security Department.
- c. Assessment of the alternative programs to determine effectiveness in handling disruptive-disinterested students.

Budget

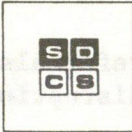
Funding to conduct district surveys and evaluate district and site programs on student school behavior is estimated to be \$2,500.

RECOMMENDATIONS:

It is recommended that the proposed actions and the proposed budgets totaling \$290,276 as described in Section III be approved for development during the summer and implementation at the beginning of the 1979-80 school year.

RP:mtm

Attachments



BOARD OF EDUCATION
SAN DIEGO CITY SCHOOLS

DR. PHILIP HALFAKER
7916 Lake Cayuga Drive
San Diego, California 92119

Statement by: Philip Halfaker

Date: January 23, 1979

Subject: The Disruptive-Disinterested Student

The great majority of students in our schools are serious, hard working young people. Test scores in our district have improved. The positive response of students to our basic competency testing supports the idea that students want to learn and become responsible adults.

Despite the trend in other large urban districts, our schools continue to enjoy a high level of community confidence and support. Our district has a national reputation for high quality educational programs. Our gifted, career, special education, and integration programs are serving as models for districts all over the country.

The record shows we have been successful in San Diego. However, like many parents, teachers, and administrators, I feel that the problem of the disruptive-disinterested student threatens our continued efforts to improve education in San Diego. The primary reason for presenting this issue to you today is my concern that teachers are spending more time in their classrooms on discipline than they are on teaching.

A small number of disruptive students often results in teachers having to put aside well-planned lessons and activities in an attempt to maintain order in the classroom. The long-term effect of this struggle to maintain order has caused many teachers in our district to lose their enthusiasm for teaching. The real losers in this situation, of course, are the majority of students whose education is being short-changed because of the destructive influence of a few students.

A recent expulsion case, brought before this board, points up the severity of this problem in our district. The student in this case was a disciplinary problem over a period of months. The final incident, resulting in the expulsion, was the student's attack on another student for no reason other than the fact that the victim would not move out of the way. Over a four-month period, prior to the expulsion, the student was involved in the following disciplinary actions:

Disruption and defiance--Suspension, 2 days
Disruption and defiance--Suspension, 3 days
Disruption and defiance--Suspension, 5 days
Damaging school property--Suspension, 3 days
Attempted theft--Suspension, 3 days
Threatened physical injury--Suspension, 1 day
Disruption and defiance--Suspension, 1 day
Disruption and defiance--Suspension, 3 days

In addition to the above suspensions, twelve teachers had written referrals for this student requesting disciplinary counseling for fighting, disruption, obscene language, defiance, and refusal to work.

How much time did this student steal from the teacher and other students? Can you imagine trying to teach a class with this student in the room? How much teacher, counselor, and administrator time was spent on this one individual prior to expulsion--time that was not spent on more productive educational matters?

The dollar cost to our district in dealing with disciplinary and attendance problems is difficult to document due to the lack of detailed records and the number of school personnel involved. A conservative estimate of the cost ranges from \$75,000 to \$100,000 a year for a secondary school enrolling 1500 students.

I am not suggesting that we can solve all of our problems or eliminate all of these costs by dealing more aggressively with disruptive-disinterested students. What I am saying is that too much time and money are being spent to keep these students in regular classrooms. If we can develop better policies and procedures for dealing with disruptive-disinterested students, the benefits would be well worth the effort. One result would be an improvement in the teaching-learning situation in our regular classrooms. Another benefit would be the earlier identification of problem students so they could be counseled and assigned to a program which would better meet their needs.

Our board has resisted mandating districtwide discipline and attendance policies in favor of individual school site policies. However, the lack of established policies in some schools and the absence of clearly defined objectives and responsibility of implementing policies have made this approach ineffective. I think the time has come for our board to establish a districtwide policy for school citizenship and attendance. I feel that through broad teacher, parent, and community participation, such a policy can be developed for adoption by our board before the 1979-80 school year. I will place this item on the agenda for next Tuesday's meeting for board discussion and consideration.

On the attachment you will find a number of areas which could be studied in relation to this problem.

PH:vlb

Enc.

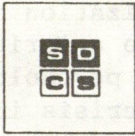
THE DISRUPTIVE-DISINTERESTED STUDENT

Some Possible Areas for Study

1. The development of specific attendance and behavior policies.
2. A clearer definition of student responsibilities and rights.
3. A formalized process for identifying disruptive students.
4. Establishment of uniform procedures for improving behavior, responsibility, and self-discipline through student, parent, school counseling.
5. The establishment of behavior competency requirements.
6. Review of site counselor and administrator job descriptions in terms of disciplinary responsibilities.
7. Review of teacher responsibility for classroom and site discipline.
8. Site supervision policies and responsibilities. (Preschool, lunch periods, after school, bus unloading and loading, extra-curricular activities.)
9. The role of the district counselor.
10. The G-11 process and the disruptive-disinterested student.
11. The use of a student-parent-school contract for attendance and behavior problems.
12. The adoption of a "School Code of Ethics."

PH:vlb

January 23, 1979



**BOARD OF EDUCATION
SAN DIEGO CITY SCHOOLS**

DR. PHILIP HALFAKER
7916 Lake Cayuga Drive
San Diego, California 92119

Statement by: Philip Halfaker

Date: February 20, 1979

Subject: The Disruptive-Disinterested Student

Before we begin our discussion today, I want to make some additional comments about the disruptive student problem.

It needs to be restated that the great majority of our students are serious, hard-working young people. The students I am concerned about, although they represent a relatively small percent of our student population, have a destructive and costly impact on our classrooms and schools far out of proportion to their number.

It also needs to be made clear that the disruptive student problem is not limited to one or a group of schools in our district. It is a problem in all of our schools, elementary and secondary. Nor is it a problem related to race, religion, or socio-economic or ethnic background. The Cleveland Elementary School tragedy and the problem at Patrick Henry High School today point up very vividly the violent tendencies which exist throughout our society.

If we are to reverse this violent trend, boards of education and our schools must take a leadership role by placing a high priority on acceptable behavior and conduct. We need to clearly define the limits of acceptable behavior and then develop a systematic program to help our young people learn the benefits of human respect and dignity. If students in our schools are not taught during their formative and impressionable years that violence is not the way to solve problems, then we can only expect violent behavior to increase.

In recent years, the legislature and courts have set down clear guidelines to ensure the protection of student rights and due process. Our district has had for many years policies to ensure these protections. However, in the opinion of increasing numbers of teachers and parents, our schools often go beyond what is required, and what is reasonable, in giving problem students every opportunity to continue their education and improve their behavior. In these attempts to be humane and fair, I feel we have allowed the rights of teachers and other students to be abridged by the continued presence of a few disruptive students.

When I first raised this issue on January 23, I suggested that our present school site disciplinary policy was not achieving the district results. The interest and discussion which have followed my original statement have been very helpful. Some of the comments and responses include the following:

1. In recent years there has been a gradual trend toward "depersonalization of blame," which means that an individual's behavior is attributed to a variety of external factors for which he is not responsible. A number of psychologists are saying that the resolution of the current disciplinary crisis in school discipline will depend to a large extent on the ability of educators and young people to cease regarding themselves as victims of their environment, and start seeing themselves as responsible human beings, able to determine a significant portion of their own behavior.
2. There are site administrators in our schools--principals and vice principals--who feel that they do not have the backing of the board and superintendent in order to deal effectively with problem students.
3. Many teachers report that they do not get the backing of counselors or site administrators when seeking help with problem students.

That a problem exists and that there is broad public concern about the problem needs no further documentation.

I have asked that we discuss this problem with the hope that we can make our schools safer places for students and those who work with them, and that our classrooms be places where teachers want to teach and students learn.

Dr. John Dunworth, President of Peabody College, recently spoke to the problem of restoring confidence in our schools. I would like to close with his statement:

Restoring Confidence

"When will confidence be restored in our schools? Not until the authority of the teacher is restored, not until the authority of the principal is restored, not until the authority of the superintendent is restored, and not until local boards of education, representing the people, the ultimate source of this political power and authority, exercise that authority to govern the schools in their charge without interference!

"Carrying federalization and participatory democracy so far as to erode the function and authority of the local Board of Education is one of the greatest threats to the quality and survival of American public education. The schools belong to the people, the people elect a board of education and that local board--not the administration, not the teachers, not the parents, not the staff, not the students, not the courts, and not the Federal government--establishes the policies, delegates appropriate authorities and responsibilities, and 'governs' the school system under the statutes of the state in which it resides. In this model, administrators administer, teachers teach, and learners learn. It is a model to which we must return!"

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

STUDY OF STUDENT BEHAVIOR

July 12, 1979

MEMBERSHIP LIST

Steering Committee Membership

Dr. Ralph Patrick
Dr. Scott Gray
Gene Brucker
Harry Ohlson
Dick Jackson
Fred Turner/Dick Thornton
J. M. Tarvin
Frances Venn
Wanda Walker
(Advisory)

Chairman
Assistant Superintendent, Student Services
Director, Guidance Services
Assistant Superintendent, Elementary Schools
Assistant Superintendent, Secondary Schools
San Diego Teachers Association/Teachers
President, Administrators Association
Administrators Association
Administrators Association
Schools Attorney

Elementary Task Group

Harry Ohlson
Maxine R. Bloor
Lucy Crowder
Martha Graham
Mary Ingle
Jan Suter
Jovita Spilker
Robert Ayala
Gail Boyle
Julie Croom
Ivelisse Druet
Cheryl Hoobler
Betty Porter
Robert Holmes
Chris Pate
Mercedes Santiago
Jean Mendoza
Dick Alcorn
August Castille
Yvonne Johnson
Bill McClain
Rosary Nepi
Grace Perkins
Jane Senour
Frances Venn
Stan Wilson

Chairman
La Jolla Elementary
Boone
Grant
Alcott
Rolando Park
Burbank
Angier
Sandburg
Dailard
Spreckels
Valencia Park
Scripps
Horton
Guidance Center, Riley
Hancock
Special Education, Room 3105
Lindbergh
Penn
Community Relations
Farb
Miller
Elementary Division
Sunset View
Chesterton
Oak Park

MEMBERSHIP LIST

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July 12, 1979

Secondary Task Group

| | |
|--------------------|--|
| Dick Jackson | Chairman |
| Robert Beam | Student |
| Sgt. Don Biddy | San Diego Police Department Task Force |
| Maurice Bingham | Parent |
| Dick Burnett | Student Services Division |
| Ruben Carriedo | Standley Junior High School Vice Principal |
| Libbi Carson | Parent |
| James Conboy | Hale Junior High School Teacher |
| Barbara de la Cruz | Parent |
| George Frey | Morse High School Principal |
| Georgianna Galas | Garfield Independent Learning Center Principal |
| Mark Gasenica | Student |
| Lottie Hess | Community Relations Division |
| Bill Hoye | San Diego High School Head Counselor |
| Lolly Jacobsen | Parent |
| Ruth Johnson | Parent |
| Alan Llavore | Student |
| George Mangusing | Madison High School Vice Principal |
| Pascual Martinez | Programs Division |
| Katy McDonald | Student |
| Helen Moran | Lewis Junior High School Head Counselor |
| Donald Morrison | Gompers Junior High School Teacher |
| Lynn Naibert | Kearny High School District Counselor |
| Phil Petersen | Director, Secondary Schools Division |
| Mario Pollom | Student |
| Harvey Prokop | Lewis Junior High School Principal |
| Charles Raleigh | Twain Independent Learning Center Principal |
| Alex Rascon | Security Services Director |
| Dorothy Sanderson | Serra Junior/Senior High School Teacher |
| Nancy Shelburne | Bell Junior High School Vice Principal |
| Ethelyn Sorenson | Research Associate, Secondary Schools Division |
| Marie Thornton | Lincoln High School Vice Principal |

Community Related Programs Task Group

| | |
|-------------------|---|
| Dr. Scott Gray | Chairman |
| Eugene Brucker | Student Services Division (Cochairman) |
| Lois Buehler | Ninth District PTA |
| Janice Carson | San Diego Urban League |
| Ken Ledgerwood | San Diego Teachers Association |
| Jack Mange | San Diego County Children's Protective Services |
| Phil Tippet | Probation Department/Youth Services Bureau |
| Quentin Goldstein | Classified Employees Association |